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ABSTRACT

A three-month study in 1988 examined the feasibility of establishing a postsecondary education information center in Colorado similar to the Massachusetts Higher Education Information Center in Boston. Perceptions of 150 educators, counselors, students, and parents throughout the state were assessed. Findings led to recommendations differing significantly from the centrally located Boston model. Recommendations include: (1) establishing a central clearinghouse to serve as a comprehensive resource of information for postsecondary education opportunities, financial assistance, and career planning; (2) designing and implementing outreach workshops and training programs for parents, eduators, counselors, students, and adults in general, and coordinating existing pre-collegiate programs; (3) developing a public/private partnership to fund the center's activities; and (4) developing ongoing evaluation and reporting activities. Appendixes include a list of the feasibility study interview participants; copies of the questionnaires and mailed surveys that were used in the study, a listing and description of the Colorado higher education information programs and services which already exist, and a list of national higher education information programs. (GLR)

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FEASIBILITY STUDY FOR A COLORADO EDUCATION INFORMATION CENTER

SPONSORED BY:

THE COLORADO COMMISSION ON HIGHER EDUCATION
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FEASIBILITY STUDY FOR A COLORADO EDUCATION INFORMATION CENTER

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FEASIBILITY STUDY FOR A COLORADO EDUCATION INFORMATION CENTER

EXECUTIVE SUMMARY

The Issue

Populations who have been traditionally underrepresented in Colorado's higher education institutions include ethnic minorities, the economically disadvantaged, and adults. While the population of these groups is gradually increasing, the population of traditional college-bound students (18-25 year old white students) is decreasing.

Access to higher education has become a priority as Colorado attempts to promote an educated population. Increasing educational opportunities for all segments of our society is vital to the State's future. Providing potential students with information about postsecondary education, financial assistance, and career opportunities is a critical ingredient in improving access to higher education.

Many services in Colorado provide postsecondary counseling and information. They include federally funded programs, such as Educational Opportunity Centers and Upward Bound; state agencies; community-based organizations; college and university admissions, financial aid and student services staff; and high school guidance counselors. Also included are private educational consultants and professional organizations such as the Colorado Council on High School/College Relations and the College Board. While each of these services meets specific and critical needs, it is not clear that they are able to provide sufficient access and coordination of information for individuals who are easily discouraged by perceived financial limitations and/or who are unaware of the wide variety of postsecondary options.

Feasibility Study

With the need for availability of comprehensive information in mind, the Colorado Commission on Higher Education, The Colorado Student Loan Program, and the Colorado Student Obligation Bond Authority sponsored a study to determine the feasibility of an Education Information Center for Colorado. The Massachusetts Higher Education Information Center in Boston was used as the model.

The purpose of the study was to investigate the feasibility of a similar education information center for Colorado through an assessment of the perceptions of educators, counselors, students, and parents throughout the State. The need for a central information clearinghouse and coordinated effort, and the level of interest and potential support for a Center were primary areas of investigation. The opinions of more than 150 individuals involved in postsecondary information dissemination, counseling, and programming were solicited through interviews and mailed surveys.

The Findings

The results of the study led the researchers to recommendations that differ significantly from the centrally located Boston model. The population that participated in the study indicated that the priorities for Colorado are:

1. To increase access to postsecondary opportunities and financial aid information through outreach services that should include the coordination and expansion of existing pre-collegiate programs on a state-wide basis.

2. To coordinate and disseminate information about postsecondary education and career opportunities and financial assistance through a central clearinghouse that is accessed by a toll-free telephone line and a computer network.

The populations identified as most in need of these services are ethnic minority youth (middle and high school students) and their parents, as well as the economically disadvantaged and adult populations in both rural and urban areas of Colorado.

Recommendations

The findings led the researchers to make the following recommendations:

A. ESTABLISH A CENTRAL CLEARINGHOUSE TO SERVE AS A COMPREHENSIVE RESOURCE OF INFORMATION FOR POSTSECONDARY EDUCATION OPPORTUNITIES, FINANCIAL ASSISTANCE, AND CAREER PLANNING.

The clearinghouse, to be known as the Colorado Education Information and Awareness Center, would be located in the greater Denver metropolitan area. It would house current information, such as academic programs and entrance requirements, for all Colorado postsecondary institutions. The clearinghouse would also provide comprehensive information about financial assistance and scholarships available in Colorado. In addition, the clearinghouse would contain information about state-wide programs that assist students and parents at the elementary and secondary levels, as well as programs and services that assist adults. The clearinghouse would be a referral service for career planning information and resources in Colorado.

Access to the clearinghouse would be through an in-house computerized system with plans to expand access through computer links to existing state-wide networks such as CARL and SUPERNET, and to public and institutional libraries. The clearinghouse would initially be accessible to the public through a toll-free telephone line.

B. DESIGN AND IMPLEMENT OUTREACH WORKSHOPS AND TRAINING PROGRAMS FOR PARENTS, EDUCATORS, COUNSELORS, STUDENTS, AND ADULTS, AND COORDINATE EXISTING PRE-COLLEGIATE PROGRAMS.

The Colorado Education Information and Awareness Center would serve as the coordinating vehicle for both public and private pre-collegiate programs. In addition, the Center would develop and implement new workshops and programs about postsecondary

education opportunities and financial aid for guidance counselors, community agency staffs, adults with the need for increased education or training, and parents of students. Another early awareness target group would be students enrolled in grades K-12. For those students, the program would be implemented through modules that would be integrated into the school curriculum.

These programs and workshops would be developed by the Center with the assistance of a Pre-Collegiate Task Force. Program presentations would initially be the responsibility of the Center staff. Within a three-year timeframe, local professionals would assume training responsibilities, with Center staff serving in an advisory capacity. The Center would continue to conduct professional development workshops for counselors and agency staffs. Pages 33 and 34 provide a brief outline of an initial three-year plan. Pages 35 and 36 contain the budget for implementing the plan.

C. FUNDING

A public/private partnership is recommended as the preferred method to fund the Center's activities. However, the State must take the lead in supporting the Center, both ideologically and fiscally, to ensure success of the project.

D. EVALUATION

The Center would be responsible for the ongoing evaluation and reporting of its activities, and would develop methods to evaluate both its clearinghouse and outreach programs.

FEASIBILITY STUDY FOR A COLORADO EDUCATION INFORMATION CENTER

INTRODUCTION

Access to higher education has become a priority as Colorado attempts to promote an educated population. Increasing the breadth and depth of education for all segments of society is vital to continued economic growth and social stability for Colorado. Increased access is also important to ensure the future viability of universities and colleges. A critical ingredient in improving access to higher education is providing potential students, particularly those who are underrepresented (ethnic minorities, adults, and economically disadvantaged individuals), with thorough information about postsecondary education opportunities, including financial assistance and career planning. With the need for comprehensive information in mind, the Colorado Commission on Higher Education (CCHE), in collaboration with the Colorado Student Obligation Bond Authority (CSOBA) and the Colorado Student Loan Program (CSLP), initiated a three month study (April-June, 1988) to examine the most effective means of providing awareness of, and access to, the opportunities for postsecondary education, financial assistance, and career planning for Coloradans.

The purpose of this study was to investigate the feasibility of a "Higher Education Information Center" to serve the people of Colorado. The model Higher Education Information Center was founded in Boston in 1985 to serve as a clearinghouse for information about postsecondary opportunities and financial assistance. The Colorado feasibility study proceeded with the Boston model in mind. However, the study led to recommendations varying from the Boston model. The four components of the feasibility study investigation were:

1. To determine the scope of existing resources that provide related services;

2. To assess the need for a central clearinghouse for postsecondary education information, including financial aid and career planning, as well as to define the scope of such an endeavor and the populations to be served;

3. To examine the level of interest and support for a Higher Education Information Center or related service; and

4. To make recommendations for coordinated efforts to provide higher education planning information.

This report examines the problem studied, and reviews national model programs and current services in Colorado. It presents the findings, summarizes conclusions drawn from discussions with educational leaders in the State, and makes recommendations for action.

BACKGROUND

A. DEMOGRAPHICS - The Nation

Education has become an increasingly critical ingredient in our nation's formula to remain economically competitive in the transition from an industrial to a technological society. Of particular concern is educational preparedness of our entire population as well as continued access to the training and advanced education necessary for an employable workforce.

By the twenty-first century, workers can expect to change careers 4 to 6 times during their lives[1]. A college degree has become a necessity not only for career advancement, but to enable individuals to fill available jobs and be self-supporting.

Accompanying the shift in educational preparedness required for a technological society is a shift in demographics. The majority of the nation's population is having fewer children at a time when adults are living longer. In contrast, ethnic minorities, particularly Blacks and Hispanics under the age of 25, are increasing in population. Between now and the year 2000, over 80% of the new entrants to the workforce will be minorities, women and immigrants[2].

Postsecondary education institutions have been affected by the demographic changes. They can no longer rely on the traditional white, 18 to 22 year old population to fill enrollment. To remain viable and to fill the needs of our society, institutions must look toward the education of a "non-traditional" population that includes the economically disadvantaged, adults and minorities.

Individuals over the age of 25, once a relatively small percentage of students enrolled in postsecondary education, are now represented in significantly greater numbers. Since 1970, their number has increased 114% to 5.1 million (42% of the nation's 12.2 million college students)[3]. Institutions with foresight have recognized the trend and have altered schedules and curriculum to address the changes. Examples are the inclusion of evening and weekend courses and programs.

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1 Brubacher, Roy G., "Looking at the Year 2000," Eighth Annual Conference on Dropouts - Report and Resource Directory, Colorado Department of Education, Denver, 1987, p. 10.

2 Harold Hodgkinson, Center for Demographic Policy, Institute for Educational Leadership, Washington, D.C., 1988, quoted by Martha M. Hamilton, "Study says new entrants to labor force will be women, minorities, immigrants." Boulder Daily Camera, June 28, 1988, p. 18.

3 Daniels, Lu A., "The Baby Boomers Change Courses." The New York Times, January 3, 1988, p. 16.

B. DEMOGRAPHICS - Colorado

In the Fall of 1987, adults (individuals 25 and older) represented 48.5% of enrollment in public postsecondary education in Colorado. The figure was 40.6% in the Fall of 1983[4].

Adult enrollment in Colorado postsecondary institutions provides increased revenues to institutions. One example is the Colorado Council on Adult and Experiential Learning Pathways program. This program helps Mountain Bell employees enroll in Colorado postsecondary institutions to obtain advanced training and degrees. In 1987, close to 12% of Colorado Mountain Bell employees enrolled in Colorado postsecondary institutions. Their tuition and fees provided almost one million dollars in revenue to Colorado colleges and universities[5].

Adults, however, do not always have easy access to information regarding postsecondary opportunities and financial assistance. Although a limited number of services exist to help this population, many adults are unaware of both the services and opportunities.

Ethnic minority groups also face problems of access to higher education. Their problems are of particular concern because of the growing population of minority youth in Colorado. While the population of majority children is decreasing nationwide, in Colorado in 1980, 21% of the population 25 and under was from an ethnic minority background. The projection for the year 2000 is close to 30%[6].

Although the numbers of minorities are increasing in Colorado, these groups, particularly those who are economically disadvantaged, are significantly underrepresented in postsecondary education in spite of the fact that Colorado leads the nation in the percentage of population with college degrees. Minorities are 21% of Colorado's population under the age of 25. However, they comprise only 16% of Colorado's high school graduates. Additionally, they make up only 7% of baccalaureate degree recipients and 5% of graduate degree recipients[7].

The problem of low educational attainment is most notable in Colorado's Hispanic population. Only one half of Spanish origin adults have completed four years of high school compared with 3 out of 4 "Whites" and Asians. In 1986-87, the overall high school dropout rate in Colorado was 26.4%. For Whites it was 21.6%, Hispanics 48.6%,

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4 Colorado Commission on Higher Education, Enrollment Statistics, Denver, June, 1988.

5 Greenberg, Elinor, CAEL/Pathways, Annual Report, Englewood, 1987.

6 Western Interstate Commission for Higher Education, Demography and Higher Education in the Changing Southwest - Colorado, Boulder, 1988, p. 4.

7 Ibid., p. 24

Blacks 38.4%[8]. Denver Public Schools (DPS) recently released similar statistics concerning their ethnic minority populations. Two thirds of the Hispanics who entered DPS in 1982-83 did not graduate four years later. The figure for Blacks is one-half and for Whites, one-third[9].

The demographic picture for the nation, and for Colorado in particular, demands attention and action. Unless Colorado can enhance access to postsecondary institutions for the underrepresented populations, the overall state population attainment rate will decline as the underrepresented population increases.

Increasing access for these populations was the primary motivation for the Colorado feasibility study. Although there are mechanisms currently in place to assist Coloradans with the transition to postsecondary education, questions remain as to their effectiveness in addressing the non-traditional, college-bound population.

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8 Ibid., p. 8

9 Bingham, Janet, "Denver School Board Pushes for Minority-Student Plan." The Denver Post, October 25, 1987.

THE RESEARCH PROCESS

1. NATIONAL MODEL PROGRAMS

Prior to assessing the opinions and attitudes of the Colorado population, the researchers collected information from other states concerning dissemination of information about postsecondary opportunities and financial aid. State education agencies were contacted to search out successful model programs. Several programs were reviewed but two were thought to be most applicable to Colorado: the Massachusetts Higher Education Information Center in Boston and the Nebraska Educational Planning Center. Both of these Centers were established to provide access to and awareness of postsecondary options and the financial aid process.

The Massachusetts Higher Education Information Center (HEIC) is located in the Boston Public Library. People of all ages and incomes (especially lower income people and ethnic minorities) are helped in planning for higher education by the provision of education information and counseling services.

The Center is in its fourth year of operation. In 1987, it served more than 43,000 individuals in the Boston area.

* The HEIC uses the Boston Public Library for its walk-in counseling service which assisted more than 10,000 people seeking help from the Center's trained counselors on higher education programs, career options, and financial aid sources in 1987.

* Early Education Awareness programs are offered throughout the Boston area to encourage students, particularly those whose parents are not college graduates, to complete high school and pursue higher education. These programs focus on helping middle and high school students understand the importance of education beyond high school, the availability of financial aid, and the academic preparation necessary to attend college. In 1987, more than 23,000 young people participated in programs organized by the Center.

* The Career and Learning Line is a toll-free information telephone line on higher education programs, careers and financial aid. More than 9,500 people called for information in 1987.

* One of the six Educational Opportunity Center sites in Massachusetts has become part of the HEIC. Its focus is adults, particularly ethnic minorities and women.

* The Early Awareness Program offered workshops to 2,100 students in grades 9 to 11 to increase awareness of the relationship between higher education and career opportunities.

In addition, the HEIC assists in organizing major college fairs, provides bus tours of local colleges and offers public awareness programs.

The HEIC is funded primarily by the Massachusetts Board of Regents and membership dues from sponsoring colleges and universities. Federal funding supports the Educational Opportunity Center within HEIC, and various grants add to the Center's funding. The public library provides rent-free space for offices. All services provided by the HEIC are free of charge.

The Educational Planning Center in Nebraska was established in 1986. Its primary role is to provide families with information about federal financial aid programs. The Center also provides guidance in the financial aid application process and offers advice on eligibility for financial aid. Information requests are handled through software programs, one-on-one contact and group financial aid programs in area high schools.

Additional services include use of a WATTS line for firsthand information from various colleges, a software program designed to assist students in exploring their options for college and a college catalog library. The Center also provides loan repayment counseling for graduates. In only its second year, the Center assisted more than 6,500 people from Fall 1987 through Spring of 1988. It is sponsored by the Nebraska Student Loan Program and the Nebraska Higher Education Loan Program, both of which are private, non-profit corporations.

In addition, two other programs still in the conceptual stage are of interest to the Colorado feasibility study. One is the proposed information and counseling services for adults and out-of-school youth in Minnesota. The findings of a Minnesota study completed in November of 1987 were that adults who do not have substantial postsecondary experience, or who are not eligible for specific state or federal programs, often do not participate in higher education because of a perception of cost or lack of time, lack of confidence, or lack of knowledge about themselves or institutional programs. Minnesota has recommended services, particularly for adults, to include publishing a comprehensive postsecondary education information guide, a database of education and career information at various sites, a toll-free line, and college fairs for adults. The proposal for these services is in the funding acquisition stage at this writing.

Another recently proposed national program was developed from a study sponsored by The College Board. The study concluded that guidance services nationwide need to be improved, especially for students who are most often left out of the present counseling process. Those who are left out were identified as disadvantaged students and their parents, and non-traditional students (adults). Among the strategies recommended by the report were:

* establish an information exchange and training network with model pre-college guidance centers

* develop an electronic delivery system for a comprehensive program of pre-college guidance services

* investigate the best means to promote services (franchising pre-college guidance centers is one possibility being explored)

A directory of additional national programs and services are listed in Appendix G.

Through the process of gathering information about national programs providing coordinated and comprehensive information about postsecondary opportunities, it became clear that successful models are in place. Colorado can benefit from those models in developing programs to address its specific needs.

2. INTERVIEWS

Interviews were conducted with 103 educators and administrators throughout the State. Over one-half of those interviewed were located in the Denver/Boulder metropolitan area. Interviews were with directors of agencies, organizations and institutions that provide pre-college programs or other services related to postsecondary information dissemination and assistance; directors of admission, financial aid, and student services at postsecondary institutions, and high school counselors. In addition, a group of seven currently enrolled students (minority or economically disadvantaged) at the University of Colorado, Boulder were interviewed.

Most of the interviews were conducted on an individual basis. However, group interviews were held in Montrose, Grand Junction and Alamosa. Researchers also met in a group setting with the members of the Executive Board of the Colorado Council on High School/College Relations and the "Keeping the Options Open Committee" of the College Board office in Denver. All interview respondents are listed in Appendix A. Samples of the questionnaires can be found in Appendix B.

3. MAILED SURVEYS

Surveys were mailed to Colorado directors of financial aid and admissions at all colleges and universities, as well as student service directors from Colorado two-year and vocational postsecondary institutions. (Appendix C)

Additional surveys were mailed to 25 high school counselors outside of the Denver metropolitan area selected by the President of the Colorado Council on High School/College Relations. Surveys were mailed to members of the Executive Board of the Colorado Private School Association and to 6 agency directors who were unable to be scheduled for personal interviews.

Approximately 100 surveys were mailed. A total of 45 surveys were returned. Nineteen were from directors of admission and financial aid, 10 were from high school counselors, 8 were from directors of student services at vocational/technical schools and community colleges, 6 were representatives of proprietary institutions, and 2 were directors of Colorado non-profit educational organizations.

A separate PARENT/STUDENT Survey (Appendix E) was distributed to approximately 50 parents and students through the Denver and Boulder Parent/Teacher Association Boards. A total of 12 of those surveys were returned.

4. INFORMATIONAL MAILING AND PRESENTATIONS

A letter describing the Colorado Education Information Center Feasibility Study was sent to the Governing Board Executives and Presidents of Colorado colleges and universities. In addition, the researchers were invited to present preliminary information on their research to the Academic Council which meets regularly with Colorado Commission on Higher Education staff, and to the Admissions Committee of Colorado State University System.

It should be noted that because of time and financial limitations this study was not intended to be a detailed statistical analysis. The results have been extrapolated from the interview and survey information received. The interviews were conducted by three researchers individually. Some subjective interpretation may have resulted.

ANALYSIS

The analysis is presented in TWO sections:

1. RESULTS OF THE RESEARCH

2. DISCUSSION OF THE FINDINGS

The information is divided into subtopics within both sections. These topics are: existing services in Colorado, the problem, the need, target populations, location, and funding.

PART ONE -- RESULTS OF THE RESEARCH

Existing Services in Colorado

There are programs and services throughout Colorado to assist the population in pursuing postsecondary education and careers. Those programs and services are both publicly and privately funded. The entities responsible fall into four broad categories: federal, state, private non-profit, and private.

Those providing services include educational institutions, state agencies, and private businesses. The target populations of the services range from those whose mission is to serve the population in general to those who target specific groups, such as the economically disadvantaged.

In regard to the "traditional" college bound population, it appears to be the role of the high school counselor to assist students in pursuing postsecondary education. Although many of the counselors interviewed believe that they are doing an effective job, most felt that significant gaps existed regarding certain populations, especially potential first-generation college students, many of whom are economically disadvantaged and some of whom are representatives of minority groups. Counselors also frequently mentioned the need for enhanced assistance with the parent and adult populations as well as out-of-school youth.

In recent years, a number of federal and state initiatives have created programs to provide services to "underserved" populations. The best known of these programs include TRIO and the JTPA programs (described in Appendix F) that provide economically disadvantaged populations with counseling and skill enhancement opportunities to pursue higher education and employment.

Additional programs provide counseling and assessment on a walk-in basis. Examples of such programs include: Educational Opportunity Centers, Job Corps, Colorado Women's Centers on community college campuses, the Adult Learning Source, ICLIS located in Craig and Meeker and the Montrose Continuing Education Center. Counseling and assessment services are available to a varying extent state-wide with the largest concentration in Denver. A description of these programs and services can be found in Appendix F.

Other programs that attempt to meet the needs of educationally or economically disadvantaged populations are coordinated by the public schools and/or institutions of higher education. They provide either the counseling element or coursework and skills enhancement needed for future educational and career goals. Examples include pre-collegiate programs that provide secondary school students with supplemental coursework and programming to prepare them for college. Those programs are offered both at the secondary school site and/or at the collegiate institutions themselves.

There are also a number of agencies and organizations that provide information on postsecondary education opportunities through training sessions, the publication of materials, or databases on the subject of postsecondary opportunities in Colorado. These include professional organizations such as The Colorado Council on High School/College Relations, the Colorado Association of Financial Aid Administrators, and private corporations that produce career analysis software. A full description of Colorado programs and services is listed in Appendix F.

The Issue

The researchers hypothesized that two problems exist: The lack of adequate dissemination of information on postsecondary opportunities and financial assistance to the needy populations (#7a on the questionnaire and #4 on the survey), and a lack of coordinated efforts to facilitate common objectives (#8 on the questionnaire and #5 on the survey).

Of those who responded to the question regarding dissemination of information:

Ninety-six percent of the 103 people interviewed, and 51% of the 45 people surveyed, said that existing services are insufficient or inadequate.

In addition, survey respondents were asked to rate the overall quality of service on a scale of 0-5 (0=lowest, 5=highest; survey question #4). Of the 27 people who responded to this question, 48% rated the quality of existing services as a 3. Thirty-seven percent of the respondents rated existing services as 4 and 11% rated existing services as 2. Only one respondent rated existing services as 5 and no respondents rated services as 1 or a 0.

High school counselors and college admissions and financial aid officers indicated that most of the services that provide college information are helpful. However, almost all high school counselors indicated being understaffed and/or undertrained when it came to dealing with students who were not college bound as a problem.

Some high school counselors also mentioned the fact that no college guidance training is required to become a high school counselor in Colorado. The only training they receive is through the yearly updates provided by college admissions officers and staff of the College Board and American College Testing Service (ACT). In addition, they are invited to attend a workshop on financial aid on a yearly basis and some are funded to attend summer workshops sponsored by the College Board, ACT, or an individual postsecondary

institution in Colorado. One of the major concerns expressed by counselors is that these updates and workshops are not mandatory and that many of the counselors most in need do not attend.

Respondents said that the real problem exists in serving youth who are not in the traditional college pipeline, e.g. those who have graduated from high school but have chosen not to go to college, those with GED degrees, and those who have dropped out of high school. Many respondents talked about the need to serve adults in general and that for all of these populations, a high school counseling office is far from adequate. In addition, the concern of reaching parents was raised.

Typical students reactions were:

> "My family pushed and pushed for my attending college; they were the primary force. My high school counselor was no help at all."
>
> "My main resource was the high school counseling office. While the material was good, it took my own initiative to get people to help me. Help wasn't offered freely."
>
> "My high school counselor was very helpful. My friends and family encouraged me."

Another issue mentioned was the fact that although most pre-collegiate programs which provide postsecondary preparation and information to specific target populations are effective, they are unable to reach as many people as need the services. This opinion was stated strongly by a pre-collegiate program director whose organization, Mathematics, Engineering and Science Achievement program (MESA), is privately funded.
Respondents indicated that even pre-collegiate programs within colleges and universities are not addressing the needs of the majority of the "underserved" populations.

Asked if coordinated effort of services and programs in the State was desirable:

* Ninety-nine of the 103 questionnaire respondents supported coordinated effort.

* Of the 29 who responded to this question on the survey, 25 supported coordinated effort.

In support of the concept of coordination, all respondents felt that there is a great need for collaboration and information sharing. Many are unaware of what others are doing to provide related services. Others simply do not have access to information on the wide variety of postsecondary opportunities and financial aid. This sentiment is expressed in a statement by a high school counselor, "There's an obvious need. No central coordinating vehicle exists in Colorado." The same response came from directors of agencies as well as high school counselors and directors of admission, financial aid, and pre-collegiate programs.

Opposing the concept of coordination, one of the sentiments expressed is, "If coordination is an extension of control, people will fear that they will be criticized and then eliminated ... it creates a sense of jeopardy". Others skeptical about the value of

state-wide coordination expressed the fear of adding another layer of bureaucracy. One individual expressed conditional support, cautioning that coordination would only be beneficial if the whole could better serve the need than the separate parts. Those most concerned about a coordinated effort were directors of agencies.

In reference to coordination and making the college search process easier, a parent said, "The problem is we don't have one central location for information. We need to have one place to obtain names, addresses and phone numbers about how to get information".

The Need

Four questions on the survey and questionnaire were asked in regard to what is needed in Colorado. Respondents were asked for a general perception of what is missing and what specific services and programs were desirable.

Desired SERVICES prioritized by respondents:

* outreach (targeting college-potential first generation students and anyone not in the pipeline, and publicity of postsecondary opportunities)
* central clearinghouse (comprehensive information on financial aid, postsecondary opportunities and careers)
* toll-free hotline (access to financial aid information especially)
* collaboration of those providing services
* information in libraries
* computerized information (expansion and access to existing computer network systems such as the Colorado Alliance of Research Libraries (CARL) or SUPERNET
* coordination of pre-collegiate programs
* expansion of existing pre-collegiate programs such as MESA and Upward Bound

The majority of respondents overwhelmingly replied that outreach programs to address youth and adults out of the postsecondary pipeline is the critical service missing and urgently needed. The need for this service was consistently expressed throughout the information-gathering process.

The second priority listed among services is clearinghouse. Respondents identified comprehensive and effective dissemination of information and state-wide coordination of effort as solutions to the existing gaps. The most frequently mentioned type of information is financial aid, including scholarships and postsecondary education opportunities. Almost all respondents, except for financial aid directors, believe that they are inadequately informed to provide the kind of comprehensive information needed

on financial aid, and that they do not have adequate information, particularly on scholarships available through Colorado institutions. High school counselors and agency staffs said these areas are the most difficult in which to provide adequate and accurate information. They added that some families need greater assistance and encouragement in both early financial planning and the mechanics of completing financial aid forms. The same respondents are particularly interested in programs and services that would allow parents greater opportunities to become knowledgeable about the financial aid process and, thus, help encourage their children to pursue postsecondary education.

The third service priority, toll-free hot line, was mentioned most often by directors of financial aid and admissions. They indicated that the value of this resource would be enormous in facilitating and supporting many aspects of their jobs.

The priority of desired PROGRAMS identified by respondents is:

* parent intervention
* middle/high school teacher and counselor professional development (enhancement of knowledge about financial aid, postsecondary opportunities and career planning)
* pre-collegiate programs for students in grades 7 - 12
* adult life-long learning (training & retraining)
* early awareness programs at levels K - 12

Respondents consistently stated that parent intervention programs are essential to set into motion the process which encourages youth to become involved in seeking postsecondary opportunities. Without the support of parents, youth often face obstacles which can be insurmountable. Students interviewed stressed that parents who have not gone to college themselves need additional assistance in understanding the possibilities of college for their sons and daughters, and in maneuvering through the college search, application and financial aid processes. As a way of assisting parents who may not be familiar with college, the students suggested having several evening workshops for parents at schools and at places of employment. This would also have the potential of encouraging parents themselves to consider returning to school.

Professional development for teachers, middle/high school counselors and agency staffs was requested by many respondents, particularly directors of admission and financial aid. They expressed the need to strengthen counseling services so that prospective students are better informed and familiar with options.

High school counselors also spoke of the need to be better trained so that they can do an adequate job in the college counseling arena. Many felt pressed to adequately do all the tasks demanded of them. Of particular help would be updates of current information

regarding financial aid and scholarships, and secondly, better training for career counseling. In regard to career information, many counselors who were proponents of this service said that they were undereducated in the area of career advising and that they wished they were better equipped to deal with questions and problems in this area. This was most frequently echoed by counselors and agency staffs in rural areas who spend a good deal of their time assisting students and adults in transition and who have less access to referrals.

Pre-collegiate program directors and staff expressed a desire for coordination of those programs and activities. Concern about duplication of effort arose particularly in Denver public schools as did a concern about unmet need both within schools being targeted and in schools where programs have yet to be made available. The theme presented here was to coordinate efforts to ensure that the maximum benefit is derived.

Target Population

The population most frequently identified to receive outreach programs and the necessary, subsequent support services is "AT-RISK YOUTH", particularly ETHNIC MINORITIES and the ECONOMICALLY DISADVANTAGED.

More general responses are divided into four categories: students, adults, parents and "other".

The student population ranges from pre-school children to high school graduates not planning to attend college as well as college transfers. In this group, middle/junior high students were the most frequently named population needing additional services. They were followed by high school students and the non-college bound.

The adult population in rank order includes: adults (general), dislocated workers, displaced homemakers and single parents.

Parents of students at every level were cited as a target population by all groups of respondents. As one agency director stated, "Parents are a critical ingredient in a child's choice to attend college. Parents must transmit the expectation to their children." Among students interviewed, "parents" was the unanimous answer for the most effective way to reach students.

"OTHER" populations include targets which may also fit within the previously cited groups but for identification purpose are listed separately: dropouts, push-outs, rural population, "everyone," and potential college bound first generation.

Location

Respondents were asked to identify their preferred location if the services were to be available on a walk-in basis to the public. (Questionnaire #12a-c; survey #9a-b). The question makes specific reference to the concept of a central clearinghouse.

The site most frequently chosen by all respondents was Denver. However, it is important to remember that the majority of the respondents interviewed were themselves located in the Denver metropolitan area. Within Denver, the specific locations mentioned most frequently were: downtown (on RTD route), Auraria Campus, and the downtown public library.

Other areas mentioned in Denver include all sectors of the metropolitan area. The main concern in selecting any one area by most respondents is that the choice be accessible to the target populations and that it be both ethnic and institution-neutral. Critics of the library location and a downtown location felt that the economically disadvantaged and minority youth would not be as likely to go to the library as they may a more familiar and local center of activity, e.g. a neighborhood YMCA or community center. Critics of the Auraria Campus location felt that it would primarily serve those already in the pipeline and that parking is difficult.

Regarding the hours and the days of the week the center should operate, both questionnaire and survey respondents indicated that some daytime hours were important, particularly afternoons. However, extended hours were stressed, particularly if a toll-free hotline were implemented, and the target populations included those who are in the workforce. Weekends were also considered a priority, Saturdays in particular, with Sundays being important for those outside the metropolitan area if they were to visit the Center.

Respondents were asked to suggest possible locations for satellite centers. The most frequent responses included: western slope, San Luis Valley, Pueblo, rural areas (general), Greeley and Colorado Springs.

The majority of people interviewed in Montrose felt that a satellite center could operate through the existing Adult Education Center, whereas those in Grand Junction clearly stated their desire for creating something new. In Alamosa, those interviewed expressed concern about establishing a satellite and stated their preference for outreach programs to assist professionals. The majority of respondents in the outlying areas felt that the toll-free hotline would be useful and that outreach in the form of professional development was a high priority.

Funding

Respondents were asked to express their greatest area of concern regarding this proposed project. (Questionnaire #14a) The issue of funding was most frequently mentioned and was cited in three different ways:

* competition for funds (concern that efforts to fund this project could take resources away from other programs)
* sufficient start-up funds
* continuity of funds over the long-run

When asked who should be responsible for funding, (questionnaire #7c) respondents felt that the responsibility belonged to a variety of different entities. These statements are representative of the comments received:

* "Everyone"
* "This is no longer a minority problem, it is a majority problem"
* "The State is responsible, from high school counselors to the Department of Education."

Although no one entity emerged as the single responsible party, respondents were equally supportive of state and private sources taking responsibility. Most respondents believed simultaneous (parallel) support is necessary.

Most respondents expressed uncertainty regarding their institution's/agency's ability to make a financial contribution. Financial support would be contingent upon clear, direct benefit to the specific institution/agency and its relationship to the Center's mission and services.

While most respondents were unable to pledge a start-up contribution for the Center, many indicated a likelihood of contributing annual support in the form of membership fees ($1,000 - $5,000).

The individuals who most frequently responded that a yearly contribution would be possible were directors of admission and financial aid at postsecondary institutions. One of these individuals mentioned the possibility of a start-up contribution of $25,000 or less, in addition to a yearly membership fee.

Another question (questionnaire #15c-g and #11c-g on the survey) asked respondents about their willingness to provide non-financial support including:

* membership on advisory board
* volunteer service
* referrals
* verbal partnership/support/endorsement
* in-kind contributions

The majority of respondents pledged their support for one or more of these options. It is apparent that the concept of a new information source is something with which all respondents would choose to be involved in some capacity.

The last funding question (#16 on questionnaire and #13 on survey) asked respondents to suggest other sources of funding for the project.

Responses to this question were divided into three broad categories: federal sources, state sources, and private sources. Responses were equally split between state and private sources. Suggested state sources were:

- Colorado Commission on Higher Education
- Colorado Department of Education
- Mayor's Commission on Youth
- Board of Regents
- public school system, K - 12
- colleges and universities
- city/county of Denver

Private funding sources suggested are:

- foundations
- corporations
- banks
- lending community
- Colorado Alliance of Business
- Junior League
- private schools
- fees from clients receiving services

In reference to the funding issue, many respondents promoted the concept of a public/private partnership. Here respondents expressed the importance of business and industry involvement in the promotion of postsecondary education. At the same time they advocated the need for the State to assume leadership and take responsibility in order to ensure the success of the project.

PART TWO -- DISCUSSION OF THE FINDINGS

The Issue

There are many services and programs available in Colorado which help provide information and counseling on postsecondary opportunities. While most are seen as successful to some extent, three major problems were identified in this study. Two of the problems, listed here as item numbers 2 and 3, were part of the researchers' hypothesis when the study was initiated. The emergence of the first issue as an equally pressing problem has had a major impact on the recommendations in this report.

1. Outreach programs which effectively address the needs of the "at-risk" population are limited by funds, resources, and a lack of coordination. These factors greatly limit programs' capacity, and often result in the inability to meet the demand for service.

2. No central source of information on postsecondary opportunities, financial aid, and careers exists in Colorado. Professionals are not always able to provide current, updated information because there are limited, and often complex, ways to resolve problems or get questions answered. The public, particularly the segment out of the postsecondary pipeline, does not have a readily accessible, free resource for institution-neutral, comprehensive information.

3. Because of the lack of central coordination, there is lack of awareness about the broad range of services and programs available within Colorado. Many programs are relatively new to Colorado and have only come into existence within the last 2 to 3 years. Examples are the newer institutional pre-collegiate programs which are generally focused on students who are high achievers rather than those who are "at-risk". There is a problem with programs targeting the same pool of high achievers, while the average student gets ignored.

The Need

The need identified is twofold. It includes increased outreach efforts which will better serve the population of Colorado and a comprehensive central source of information on postsecondary opportunities, financial aid and careers.

1. Outreach programs are the preferred method for reaching Colorado's population in need of assistance. The top three program priorities are parent intervention, professional development for teachers, middle & high school counselors and agency staffs, and coordination of pre-collegiate programs.

Outreach to parents of students at every level is of paramount importance. As one agency director stated, "Parents are the critical ingredient in a child's choice to attend college. Parents must transmit the expectation to their children."

The need for professional development for teachers and counselors is apparent. One Director of College Counseling in Denver stated, "I see a trend of counselor deterioration in the schools. However (a center) should supplement, not circumvent . . . The problem is not necessarily more counselors, rather there is a need to educate counselors. There are ten counselor certification programs in the State. None deal with minority recruitment, financial aid and colleges. Counselors lack background and experience in college counseling." In addition, those interviewed and surveyed felt that access to more easily understood information on financial aid would help increase their effectiveness.

Some pre-collegiate programs such as TRIO and MESA have existed in Colorado for many years. Within the last few years, a large number of institutionally based pre-collegiate programs have begun serving certain populations. Individuals working with pre-collegiate programs expressed a strong need for coordination of their activities. In order to maximize the benefits those programs provide, there is an obvious need to coordinate the effort. In this way, newer pre-collegiate efforts can benefit from those with extensive experience, avoid duplicative effort, and still respond to the extensive unmet need.

2. The need for a central, comprehensive source of information on postsecondary opportunities, financial aid and careers is a consistent theme in this study. Professionals and the public would benefit from this resource particularly if it is accessed by a computerized system and a toll-free 800 number as suggested by the respondents.

Target Population

It is clear from the research that the key populations are:

* ethnic minority students
* economically disadvantaged
* parents of students at all levels
* teachers, counselors and agency staffs
* adults, particularly those in transition (displaced homemakers and workers, single parents and economically disadvantaged)

Ethnic minorities were the most frequently mentioned population. One agency director said, "There are more blacks in prison than college. Minorities are the greatest problem. You fix the minority problem, you've fixed the majority problem."

There is a need to reach students earlier in their educational careers. With this approach and the involvement and commitment of parents, an at-risk student will be given access to the tools which can enable him/her to stay in school.

Location

The idea of a walk-in counseling center was originally proposed by the researchers. In response to this option the site most frequently recommended for this facility was Denver, preferably downtown and on an RTD route. It is useful to recall, however, that the majority of respondents interviewed were in the greater Denver metro area.

More significant is the fact that respondents were generally less supportive of a walk-in center than other methods to reach the populations in need of assistance. Strong preference was indicated for services and programs which reach all of Colorado's population (outreach programs and a central clearinghouse accessed by a computerized system and a toll-free 800 number).

Funding

It is clear that financial support for this project is a real concern. There is a perceived lack of available funds, particularly in view of the under-funding of projects that address the pre-college population. Also, respondents are only too familiar with new programs that failed because of insufficient funds. One agency director said, "Don't even think about starting out with a handout from the State. In 18 months, you'll be closing your doors. Be sure to have hard money and an ongoing commitment!" Some representatives of universities and colleges said that they might be able to contribute to the Center through yearly membership fees of $5,000 or less.

In this regard, most respondents promoted the concept of a public/private partnership. Here respondents expressed the importance of business and industry involvement in the promotion of postsecondary education. At the same time they advocated the need for the State to take a leadership role in order to ensure the success of this project.

CONCLUSIONS

The primary objective of this study was to assess the need for a coordinated effort to provide the population of Colorado with information and access to postsecondary opportunities, including financial assistance and careers. The model that was cited as an example to individuals interviewed and surveyed was the Boston Higher Education Information Center (HEIC). The hypothesis was that a service, similar to the Boston Center, would be appropriate for Colorado. However, the exact needs, target populations and services were to be defined through the interview and survey process. The original hypothesis was not supported in the findings because the Boston model was not viewed as the preferable alternative or solution to the unique geographic realities and demographic trends in the State of Colorado. Instead, different needs and priorities emerged which have led the researchers to propose recommendations that diverge from the original concept of Boston's HEIC.

The feasibility study used four different instruments: a personal interview with 103 people state-wide, a mailed survey to educators and administrators outside the Denver Metro area, and a Parent/Student survey and questionnaire used within the Denver/Boulder area to receive information from people who had recently gone through the process of postsecondary application and enrollment.

Thus, participants in this study include: directors of community organizations and agencies, directors of admission, financial aid, and student services, high school counselors, parents and students. The participants were from throughout the State, although a majority work in the Denver Metro area and the Front Range, Fort Collins to Pueblo. A limited number of interviews were conducted outside the Front Range. However, a significant number of mail respondents were from outlying areas of the State.

As a whole, the full range of study participants came to similar conclusions regarding the status of postsecondary information access in the State. While a large number of programs and services exist within the State, comprehensive information about who is providing what for whom is not available. Further, this has caused duplication of effort in some cases in contrast to some other geographical areas and some target populations which are being inadequately served. Many of the existing programs and services are excellent, but due to one limiting factor or another, such as state, federal or foundation guidelines or restrictions, or limited or inconsistent funding, or a complete absence of service in a particular area, the population which is most in need of these programs and services is only being partially served. A significant amount of unmet need was identified.

While agreement on any solution to the issue of information dissemination is certainly not total, there is clearly agreement on many of the services needed most urgently. The vast majority of study participants feel that there is a strong need for one central source of information regarding postsecondary education, financial assistance and career assessment and training. Accessible and understandable information about financial assistance, scholarships and the process of obtaining financial aid is the foremost concern. The form that this "clearinghouse" of information should take can be divided into two opinions. The Denver metropolitan area population often felt that a walk-in facility staffed with professional counselors would be the ideal and preferred option. This point of view was restricted to the population that felt that a central source of

information should serve everyone's needs and that a drop-in setting would serve that need. Most study participants outside the Denver metropolitan area, and in fact many within the metropolitan area as well, felt that a clearinghouse of information was very much needed but that it must be accessed through a computer network and toll-free hotline. The strongest criticism against a walk-in center is that it will only serve people who are already college-bound and that the cost for center staff and space would be enormously increased. People's greatest concern is that any new solution effectively respond to the unique geographic and demographic realities of the State.

The researchers heard repeatedly that state-wide outreach, preferably using local professionals, is the way to touch the populations most in need. The desire for a variety of programs was clearly expressed by study respondents and include: parent intervention, professional development for teachers, counselors and agency staffs, and adult and early awareness programs.

The populations that study participants said have the greatest need of service are:

* ethnic minorities (all ages but especially middle and high school students)
* economically disadvantaged
* parents of students at all levels
* professionals including teachers, counselors and agency staffs
* adults (particularly disadvantaged and/or those in transition)

In light of the effort underway by both state institutions and private agencies to reach certain populations through pre-collegiate programs (during the academic year and summer programs on college campuses), many of the study participants voiced a desire to see this effort coordinated by a neutral body with a state-wide overview. Primary concerns include:

1. Student selection criteria should be expanded to include students from all socio-economic backgrounds and those who have not previously been academic achievers.

2. The number of targeted schools should be expanded. Currently, some of the high schools in the Denver metropolitan area are target schools for a number of different programs while others are not.

3. Program content should have some consistency. Some of the current pre-collegiate programs are based on enrichment activities while others focus on basic skills. Ohers emphasize higher education preparedness in the form of meeting prerequisites for specific college majors such as engineering or the health sciences. There is a serious need for equitable availability and programming state-wide.

It is with these concerns in mind that the researchers have formulated recommendations designed to address the issues revealed by the feasibility study.

The need within Colorado has been identified. The populations most urgently in need of additional services are clearly those least traditionally represented in higher education. Solutions have been formulated which can successfully address this need. Although Colorado has many services and resources that currently provide information to prospective students about postsecondary options, a more comprehensive and coordinated effort must be launched to address both the present gaps and future needs. Colorado must maximize the coordination, collaboration and outreach potential of available resources.

The time is ripe for a comprehensive solution. The problem must be addressed with a firm commitment to positive outcomes in order for Colorado to remain economically competitive through the strength of a well trained and educated population.

RECOMMENDATIONS

Members of the educational community contacted through this study strongly urge the creation of a central education clearinghouse as a readily available resource to the people of Colorado in all communities. What follows is a recommendation for the creation of a Colorado Education Information and Awareness Center (Center) which responds to this need and provides working solutions to problems caused by Colorado's demographic and economic diversity.

The plan presented spans a three year period and includes five phases of implementation. The recommendations include three components which are parallel efforts with development proceeding in tandem. Pages 33 and 34 provide a brief outline of the initial three-year plan. Pages 35 and 36 provide estimates of implementation costs.

RECOMMENDATION A

ESTABLISH A CENTRAL CLEARINGHOUSE TO SERVE AS A COMPREHENSIVE RESOURCE OF INFORMATION FOR POSTSECONDARY EDUCATION OPPORTUNITIES, FINANCIAL ASSISTANCE, AND CAREER PLANNING.

Although there are many resources for learning about postsecondary options in Colorado, there is no single source that provides comprehensive information on postsecondary opportunities, financial assistance and planning, and careers. There is no central source of information about state-wide programs that assist students, parents and adults with educational and career plans.

College and universities frequently change curriculum and admission requirements. Financial assistance is an area which undergoes frequent changes in the requirements and guidelines; the availability of scholarships varies. New technologies and trends create new demands for the workforce and there is a need for comprehensive and current information dissemination in career advising.

Comprehensive and current knowledge about both postsecondary opportunities and financial aid has become increasingly difficult to achieve for high school counselors, agency staffs and college admissions and financial aid administrators. There is no institution-neutral resource that can help provide the full range of information.

DESCRIPTION

The clearinghouse would collect and house current material for both state and national postsecondary education institutions, their programs and requirements. Information pertaining to Colorado would be collected initially. This would include information on all

postsecondary institutions in the State: four year colleges and universities, two year colleges, vocational/technical training programs, adult education programs, and proprietary institutions.

The clearinghouse would also contain comprehensive information about financial assistance and financial planning. Extensive and detailed information on scholarships available in Colorado would be provided.

The clearinghouse would also contain information about state-wide programs that assist students and parents at the elementary and secondary levels (early awareness, pre-collegiate and parent intervention).

The clearinghouse would be a referral service for career information. This would include: assessment, training and placement.

METHOD OF DELIVERY

The data collected and stored by the clearinghouse would be accessed through an in-house computerized system. Future plans would include expansion of access through existing computer networks such as CARL (Colorado Alliance of Research Libraries) and SUPERNET. In order to provide both rural and urban libraries with direct access to the clearinghouse, two avenues of collaboration would be explored. The first is the Colorado Intermountain Community Learning and Information Services that currently operates in Mecker and Craig, Colorado. The second is the Office of Library and Adult Services at the Colorado Department of Education.

The clearinghouse information would be accessible to the Colorado population through a toll-free hotline. The toll-free hotline would initially be available as a service only for professional counselors and administrators. Once the clearinghouse is fully operational, the hot-line would be publicized and available to the general public.

The clearinghouse would also research and publish a comprehensive guide to financial aid and scholarships available in Colorado. This document would be distributed to all high school counseling offices and interested agencies and institutions. The clearinghouse would work closely with The Colorado Council on High School/College Relations regarding the publication of resources.

In addition, the clearinghouse would publish a guide to adult education and training programs and resources in Colorado for distribution to libraries, education institutions and local agencies.

RECOMMENDATION B

DESIGN AND IMPLEMENT OUTREACH WORKSHOPS AND TRAINING PROGRAMS FOR PARENTS, EDUCATORS, COUNSELORS, STUDENTS, AND ADULTS, AND COORDINATE EXISTING PRE-COLLEGIATE PROGRAMS.

This recommendation responds to the need to develop state-wide outreach programs for use in all communities and at all levels, with sensitivity to varying target populations. In this manner, Colorado can effectively increase the number of people in its "postsecondary pipeline".

1. Pre-Collegiate Programs

The Colorado Education Information and Awareness Center would serve as a coordinating vehicle for both public and private pre-collegiate programs. Pre-collegiate programs are defined as any program where outside agencies or institutions intervene in schools and offer instruction in basic skills and/or enhancement activities for students in grades 7 to 12. The programs are designed to inform and prepare students for the requirements of postsecondary education, and may be for the duration of an academic year(s), summer components on campuses, or short term offerings of several days. The role of coordination would be to:

* Establish a Pre-Collegiate Task Force composed of middle and high school teachers and counselors, pre-collegiate program directors and staff, college admissions directors, and Center staff persons to serve in an advisory capacity;

* Maintain documentation on all Colorado pre-collegiate programs including: services delivered, target populations addressed, schools receiving service, schools with unmet need, program admission criteria, and number of places available;

* Establish guidelines for self-assessment and evaluation of pre-collegiate programs; and

* Work in conjunction with the Center's program development staff to advise in the design of Early Awareness Program modules for public school students in grades K to 12.

2. Parent Intervention Programs

"Parents can and do exert a tremendous influence on their children, and because that influence - positive or negative - plays a major part in causing a

child either to stay in school or drop out of school, involvement of parents is, or should be, a paramount concern."[10]

DESCRIPTION

Parent Intervention Programs should assist parents in transmitting an expectation to their children which is positive and helps children identify occupational directions and their requirements. The programs should contain information about long-range financial planning, financial assistance including loans and scholarships, college test and application deadlines, the admission process for all types of postsecondary institutions as well as referrals for career assessment, training and placement.

The Parent Intervention Program would consist of four workshops presented in two hour, evening sessions over the course of the academic year. Workshops topics could include:

1. How Well Do You Know Your Children?

   An overview on communicating with your child, exploring expectations, "creating the dream", parental roles in self-esteem and self-image.

2. The postsecondary search and application process -- test dates, deadlines, matching interests and abilities to institutions and programs, follow-up and decision making. This workshop would be broken into subsections for participants interested in four year, two year or occupational programs.

3. Financial assistance -- long-range financial planning, loans, scholarships, eligibility requirements, application process including mechanics, obligations and responsibilities, and repayment obligations.

4. Career Exploration -- an overview of future workforce demands and trends and information about assessment, training and placement.

DELIVERY

Parent Intervention Programs would be designed by the Center's program development staff and piloted in selected middle and high schools which will publicize a four part program to parents of their student body. Following refinement of the pilot programs, local teachers and counselors would be trained to administer the programs, with Center staff serving as consultants and providing support services.

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[10] Rangel, Richard, "Time for United Action," Eighth Annual Conference on Dropouts-Report and Resource Directory, Colorado Department of Education, Denver, 1987, p. 2.

Collaboration between educators and employers provides an effective vehicle for reaching parents that are less inclined to attend school sponsored functions. Places of employment carefully selected to target the parents of "at-risk" students could be sites for workshops, with appropriate release time, for parents to utilize in getting educational information.

3. Professional Development for Teachers, Counselors and Community Agency Staffs

Teachers can be instrumental in a student's decision to pursue education. It is they who often touch a student's heart and serve as effective role models. Equally important are middle and high school counselors who can provide a wealth of information about the numerous options available that suit the needs of students.

Teachers and counselors need supplemental services to ensure that they are aware of postsecondary opportunities, financial assistance and career options. Training in these areas is essential because it is not part of teacher or counselor training and certification programs in Colorado. By remaining abreast of current developments, professionals can be more effective in their roles, bridge the information gap and creatively participate in "building the dream."

DESCRIPTION

The professional development workshop would be designed with three components to supplement the knowledge of teachers and counselors (including middle and high school, two year and occupational schools and community agencies) about:

1. College counseling (the wide variety of institutions available nationwide, with particular emphasis on Colorado institutions, and new trends in the college search and application process, as well as test dates and deadlines).

2. Financial assistance (loans and repayment obligations and scholarships).

3. Career counseling (new developments in assessment, and training; workforce demand and trends).

DELIVERY

Center staff facilitators would be involved in the training of administrators, teachers and counselors annually at institutions and/or agencies throughout the State.

4. Adult Programs

A commitment to life-long learning is a necessity if Colorado is to respond to demographic changes. By training and re-training our adult population, Colorado will be

able to effectively respond to the decline in the number of traditional age college-bound students and be prepared for the changing demands in the workforce.

Adults in Colorado face many difficulties in obtaining access to information about education and training. Adults who are considering changes that may include the need for education and counseling have limited resources from which to chose. Those resources which do exist are not well publicized, making it difficult for adults to find these services. Many of these services or agencies are understaffed and unable to meet the demand for their service.

Colorado adults most in need of service are those "in transition". They include displaced homemakers, dislocated workers, single parents and the economically disadvantaged.

DESCRIPTION

Workshops modeled after "Pathways to the Future" which is administered by the Council for Adult and Experiential Learning (CAEL) and includes such topics as: Assessing Your Prior Learning, Returning to Learning, Career Planning and Skills Evaluation, Choosing a School, and Surviving and Thriving in School would be offered to adults state-wide.*

Further, information about resources and referrals for adults would be a workshop component.

*Note: CAEL's Mountains and Plains Regional office, Englewood, Colorado, is the administrator of the program, "Pathways to the Future." In addition, "Pathways to the Future" is a product of the 1986 collective bargaining agreements between Mountain Bell and its employee unions. Mountain Bell and the Communications Workers of America (CWA) provide the fundings for the project and oversee the operation of this joint venture.

DELIVERY

The basis of delivery would be through existing community resources including agencies and institutions such as women's resource centers, departments of continuing education, libraries, community colleges and occupational schools. Center staff facilitators would pilot workshops at various locations and subsequently train local institutional and agency professionals to deliver the workshops. Center staff would continue to serve as a resource for materials and advice.

5. Early Awareness Programs

This component would serve as an early investment in the State's future and is targeted at students in grades K-12, particularly those at-risk of dropping out before high school graduation. The goal would be to trigger the events that need to take place many

years before college age if a student is going to be in a position to make an informed choice about postsecondary education. It is critical that students understand the full range of opportunities available. The modules for the Early Awareness Program would provide information and encouragement for students to aspire to their highest goals. The modules would also be designed to motivate students to be persistent, make informed choices, and receive academic support.

DESCRIPTION

The modules designed for integration into the K-12 curriculum should be sequential, reinforcing and building upon content previously presented. The modules at all school levels should actively involve students in projects which require interaction with aspects of planning and preparing for postsecondary opportunities and careers.

Elementary school level

Duration: 4 weeks

Hours: 30 minutes per day, 10 total hours

Course content: building self-image and self-esteem, study of famous people, community leaders and their contributions, goal setting, introduction to postsecondary choices, etc.

Middle school level

Duration: 4 weeks

Hours: 45 minutes per day, 15 total hours

Course content: building self-image and self-esteem, responsibilities/rewards of being a contributing member of your community, goal setting, postsecondary choices including requirements and prerequisites, career paths, field trips to postsecondary institutions, etc.

High School level

Duration: 4 weeks

Hours: 45 minutes per day, 15 total hours

Course content: building self-image and self-esteem, postsecondary and career prerequisites, postsecondary search and application process, marketing your talents, test preparation and deadlines, and financial planning and assistance.

DELIVERY

Early awareness programs would be designed by the Center's program development staff and piloted in selected elementary, middle and high schools. Following refinement of the pilot programs, teachers would be trained to implement them. Center staff would serve as consultants and provide support services.

RECOMMENDATION C

FUNDING FOR THE EDUCATION INFORMATION AND AWARENESS CENTER SHOULD BE A PARTNERSHIP OF STATE AND PRIVATE SUPPORT.

The goal of the Center as described is to provide access to a larger percentage of the population for continued education and employment. In order to meet this objective the need has been clarified through this study to implement a plan that will help disseminate postsecondary information, coordinate efforts already underway and close major gaps where they exist.

For this reason, it is essential that the State of Colorado take responsibility for the initial and continued financial support of the Center. In this way the Center will have guaranteed viability. In addition, private sources will recognize the Center's function as a state-wide priority and may be interested in contributing to its future success.

The findings of this study support the concept of a public/private collaboration in funding the Center. This partnership could include membership contributions of Colorado postsecondary institutions themselves. The majority of respondents believed that state entities that should support the Center include the Department of Education, CCHE, and the public school system.

The private resources mentioned as potential supporters included Colorado foundations and major corporations as well as private postsecondary institutions. It is important that the Center encourage the financial participation of these entities not only to provide resources to meet budgetary requirements, but to solicit their support as community leaders and advisors. This commitment will allow the private sector to reaffirm the critical link that business and education must have for continued advancement in a technological society.

In order to succeed, the Center must rely on a continued flow of income. The researchers in this study received numerous warnings about undertaking a new initiative that would be doomed to fail because of insufficient funds. In translating these concerns, it is advised that serious consideration be given to a funding plan that would allow the Center to gain a proven track record of at least four years before State monies would be reduced.

RECOMMENDATION D

THE EDUCATION INFORMATION AND AWARENESS CENTER WILL BE RESPONSIBLE FOR THE ONGOING EVALUATION AND REPORTING OF ITS ACTIVITIES.

Because the Center would operate as a clearinghouse and information resource, measuring the success in terms of the numbers of inquiries that lead to actual postsecondary enrollments could be difficult. The same measurement question exists for outreach programs. The Center's outreach programs would be aimed at counselors and parents who serve an advisory role to potential postsecondary school students. Other programs aimed directly at potential students -- Early Awareness and Adult Programs, require longitudinal evaluation. Some participants would not be college-bound for five to six years (or more) after participating in the Center's programs. Thus, developing a definition of "success" is an important challenge. Measurements of success might be the high school graduation rate of program participants, enrollment at a collegiate institution, or graduation from a collegiate institution. However, development of long-term evaluation tools must be significant for the Center to function.

The Center should maintain records on the backgrounds and interests of individuals that call to request information and referrals, as well as numbers and backgrounds of individuals that participate in outreach programs. Here, a measure of success could be an increase in the number of inquiries on the toll-free information telephone line and an increase in outreach program participants. In addition, program participants should be asked to complete brief evaluation forms that assess their attitudes about the program.

3-YEAR PLAN
FOR
COLORADO EDUCATION INFORMATION AND AWARENESS CENTER

Phases	Components		
	Clearinghouse	Programs	Publicity & Networking
1	*Data Collection (In Colorado, then nationally where applicable) - Financial aid and scholarships - College/University information - Community college information - Occupational education information - Career referral information - Statewide programs assisting students and parents at the elementary/secondary levels * early awareness * pre-collegiate * parent intervention	*Establish Task Force on statewide Pre-collegiate programs	*Membership in professional organizations *Interface with leaders of educational community
2	*Computerize data on In-house system *Develop calendar of Colorado postsecondary events and deadlines	*Design pilot programs a. Parent Intervention b. Professional Development for: - High school and middle school counselors - Community college counselors - Agency staffs *Assess status of state-wide pre-collegiate programs a. What exists; what they deliver; target populations b. Gaps: schools serviced/schools with unmet need c. Student selection criteria; enrollment capacity	*Develop and promote Center image *Publish brochure on Center *Develop publicity of 800# for professional use

3-YEAR PLAN
FOR
COLORADO EDUCATION INFORMATION AND AWARENESS CENTER

Phases	Components		
	Clearinghouse	Programs	Publicity & Networking
3	*Expand in-house Data Bank *Establish 800# for professionals *Publish Guide to Postsecondary Financial Aid Resources *Evaluation of Center's activities (clearinghouse, programs, publicity, and networking)	*Implement a. Parent Intervention Pilot program b. Professional Development Pilot program *Establish guidelines for Pre-collegiate program self-assessment and evaluation *Design Pilot Programs a. Early Awareness for middle school students (In conjunction with Pre-collegiate Task Force) b. Adult	*Publicize 800# for professionals *Develop publicity campaign for Public 800#
4	*Update/Refine Data Bank *Update calendar of postsecondary events and deadlines	*Train local professionals and community staffs to assume implementation of Parent Intervention program *Refine and expand Professional Development for counselors and agency staffs *Implement a. Early Awareness pilot program for middle school students b. Adult pilot program *Design Pilot programs a. Early Awareness for elementary schools (In conjunction with Pre-collegiate Task Force)	*Ongoing publicity 800# for professionals *Publicize 800# for public use *Develop "media blitz" campaign for public re: postsecondary opportunities (public service messages, TV, radio, and newspapers)
5	*Evaluation and Review of Center's mission *Creation of a new 3 year plan	*Support and supplement local professionals implementing Parent Intervention Program *Continue Professional Development Program *Train local professional educators to assume implementation of Adult programs and Early Awareness programs for middle school students *Implement Early Awareness Pilot Program for elementary students *Design Early Awareness Pilot Program for High School students in conjunction with Pre-collegiate Task Force	*Publicize 800# Professionals and Public *Implement Media Blitz for public re: Postsecondary opportunities

COLORADO EDUCATION INFORMATION AND AWARENESS CENTER
ESTIMATED THREE-YEAR OPERATIONS BUDGET

STAFF	FIRST YEAR	SECOND YEAR	THIRD YEAR
Director	$ 45,000	$ 45,000	$ 45,000
Manager Program Development	35,000	35,000	35,000
Manager of Information	35,000	35,000	35,000
Outreach Program Trainer	27,000	27,000	27,000
Outreach Program Trainer	-0-	27,000	27,000
Outreach Program Trainer	-0-	-0-	27,000
Information Service Specialist	27,000	27,000	27,000
Information Service Specialist	-0-	-0-	27,000
Information Service Specialist	-0-	-0-	27,000
Secretary/Admin. Asst.	22,000	22,000	22,000
Word Processor	18,000	18,000	18,000
Word Processor	-0-	18,000	18,000
Staff Benefits (20% of salaries)	41,800	50,800	67,000
Merit Raise pool (5% of salaries)	-0-	10,450	12,700
SUBTOTAL	$250,800	$315,250	$414,700
PROGRAM MATERIALS			
Advertising/Publicity	10,000	20,000	30,000
Resource Guide (Colorado Financial Aid)	12,000	15,000	20,000
Postsecondary Events Calendar	-0-	7,000	10,000
Training Materials (outreach)	15,000	25,000	25,000
Program Videos	-0-	30,000	30,000
Toll-free phone line	3,000	7,000	10,000
COMPUTER SYSTEM			
Purchase of micro system (includes printers & terminals)	50,000	3,000	1,000
Purchase of Software	20,000	10,000	5,000
Maintenance	8,000	8,000	8,000
Link to CARL and SUPERNET	-0-	15,000	5,000
Consultant	5,000	5,000	5,000
Upgrades	-0-	3,000	3,000

COLORADO EDUCATION INFORMATION AND AWARENESS CENTER
ESTIMATED THREE-YEAR OPERATIONS BUDGET

	FIRST YEAR	SECOND YEAR	THIRD YEAR
OTHER			
Travel	$ 5,000	$ 8,000	$ 10,000
Professional Development	3,000	4,000	4,000
Professional Dues	2,000	2,000	2,500
Office Space/Utilities (2500 Sq. Ft.)	20,000	20,000	20,000
Equipment (copier, postage meter, telephone)	9,000	2,000	3,000
Postage	12,000	15,000	25,000
Printing/Copying	5,000	6,000	7,000
Telephone	8,000	10,000	12,000
Furniture	7,000	2,000	1,500
Miscellaneous	2,000	2,500	3,000
SUBTOTAL	196,000	219,500	240,000
GRAND TOTAL	$446,800	$534,750	$654,700

APPENDICES

APPENDIX A

Mr. Randy Apodaca
Director, ASC Special Services, AEC
Richardsen Hall
Adams State College
Alamosa, Colorado 81102
Phone Number: 589-7632 Date of Interview: 5/19/88

Mr. George Autobee
Chairman
Colo. Chicanos in Higher Education
17485 East Temple Drive
Aurora, Colorado 80015
Phone Number: 556-2509 Date of Interview: 5/17/88

Mr. Richard T. Bell
President
Decision Point, Inc.
2301 West 118th Avenue
Denver, Colorado 80234
Phone Number: 460-9717 Date of Interview: 5/25/88

Mr. Ben Brauch
Guidance Director
Arvada West High School
Arvada, Colorado 80004
Phone Number: 422-2326 Date of Interview: 5/17/88

Ms. Martelle Chapital
Program Manager
Colorado Community Colleges and
Occupational Education System
1391 North Speer Blvd., #600
Denver, Colorado 80204
Phone Number: 620-4000 Date of Interview: 6/20/88

Ms. Karen Chronowski
Coordinator
Women's Resource Center
Red Rocks Community College
12660 West 6th Avenue
Golden, Colorado 80401
Phone Number: 988-6160 Date of Interview: 5/27/88

Dr. Ann Coles
Director
Higher Education Information Center
Boston Public Library
666 Boylston Street
Boston, Massachusetts 02116
Phone Number: 536-0200 Date of Interview: 4/11/88

Dr. Robert Cordova
State Director
LULAC-Colorado
Department of Hispanic Studies
University of Northern Colorado
Greeley, Colorado 80639
Phone Number: 351-2811 Date of Interview: 5/11/88

Mr. George Dibble
President, CACI
Educational Foundation
1860 Lincoln Street, Suite 550
Denver, Colorado 80295-0501
Phone Number: 831-7411 Date of Interview: 5/16/88

Mr. Larry Armenta
Coordinator - Pre-collegiate Programs
University of Colorado at Denver
1100 Fourteenth Street
Denver, Colorad 80202
Phone Number: 556-2800 Date of Interview: 4/28/88

Mr. Raul Barela
Director
Veterans Administration
Regional Office
Box 25126
Denver, Colorado 80225
Phone Number: 980-1300 Date of Interview: 5/17/88

Ms. Nancy Bolt
Assistant Commissioner
Office of Library and Adult Services
Colorado Department of Education
201 East Colfax
Denver, Colorado 80203
Phone Number: 866-6732 Date of Interview: 5/27/88

Mr. Roger Campbell
Dean of Admission & Financial Aid
University of Denver
Denver, Colorado 80208
Phone Number: 871-2036 Date of Interview: 4/28/88

Mr. Dallas B. Chapman
Assistant Vice President
ACT--Mountain Plains Regional Office
3131 South Vaughn Way
Suite 218
Aurora, Colorado 80014
Phone Number: 337-3273 Date of Interview: 5/16/88

Mr. Ward Churchill
Director
Educational Development Program
University of Colorado
Campus Box 146
Boulder, Colorado 80309
Phone Number: 492-8245 Date of Interview: 5/23/88

Mr. John T. Copper
Vocational Rehab/Counseling Office
Veterans Adminis./Regional Office
44 Union Boulevard
Denver, Colorado 80225
Phone Number: Date of Interview: 5/17/88

Mr. Joe Cunningham
College Counselor
Columbine High School
6201 South Pierce
Littleton, Colorado 80123
Phone Number: 979-4700 Date of Interview: 5/17/88

Ms. Laurie Dodd
Director, Adult Education
Montrose School District
P.O. Box 219
Montrose, Colorado 81402
Phone Number: Date of Interview: 5/18/88

HEIC Interview List

Mr. Jeff Dolman
Admissions Officer
University of Colorado, Boulder
Boulder, Colorado 80309
Phone Number: 492-0111 Date of Interview: 5/17/88

Mrs. Gladys Eddy
509 Remington
Fort Collins, Colorado 80524
Phone Number: 491-5325 Date of Interview: 5/04/88

Ms. Ruth Falkenstein
2345 South Monroe Street
Denver, Colorado 80210
Phone Number: 757-4673 Date of Interview: 4/28/88

Mr. Les Franklin
Director
Governor's Job Training Office
1391 North Speer Blvd.
Suite 440
Denver, Colorado 80204
Phone Number: 620-4400 Date of Interview: 4/26/88

Mr. John Furutani
Assistant to the Director
Office of Minority Student Affairs
UCHSC
4200 E. 9th Ave., Campus Box B176
Denver, Colorado 80262
Phone Number: Date of Interview: 5/10/88

Mr. Miguel Garcia
Director
MESA/CHEA
University of Colorado at Denver
1200 Larimer Street, Box 104
Denver, Colorado 80204
Phone Number: 556-8547 Date of Interview: 5/05/88

Mr. Bob Gholson
Colorado Department of Education
201 East Colfax
Denver, Colorado 80203
Phone Number: 866-6651 Date of Interview: 5/26/88

Mr. Frank Goodman
Counselor
Grand Junction Central
3130 E 1/2 Road
Grand Junction, Colorado 81503
Phone Number: Date of Interview: 5/18/88

Ms. Monica Gustafson
Director of Admissions
Western State College
Gunnison, Colorado 81230
Phone Number: 943-2119 Date of Interview: 5/13/88

Mr. Fred Dyer
Director of Guidance
Pomona High School
8101 West Pomona Drive
Arvada, Colorado 80005
Phone Number: 423-9092 Date of Interview: 5/13/88

Dr. Russell Endo
Asian American Committee on Education
467 N. Cedarbrook
Boulder, Colorado 80302
Phone Number: 443-9587 Date of Interview: 5/13/88

Ms. Georgia Felta
Assistant Jobs Program Director
Resource Center, Inc.
Grand Junction, Colorado
Phone Number: Date of Interview: 5/18/88

Mr. John Fuller
Coordinator
Post Graduate Planning Center
Cherry Creek High School
9300 East Union Avenue
Englewood, Colorado 80111
Phone Number: 773-8920 Date of Interview: 4/27/88

Mr. Ron Gallegos
Program Coordinator
Pre-Collegiate Development
University of Colorado
Campus Box 27
Boulder, Colorado 80309
Phone Number: 492-6209 Date of Interview: 4/28/88

Mr. Mike Garcia
Director
Upward Bound
245 Richardson Hall
Adams State College
Alamosa, Colorado 81102
Phone Number: Date of Interview: 5/19/88

Dr. Cecil E. Glenn
Director, Educational Opportunity Prog.
University of Colorado -- Denver
1100 14th Street
Denver, Colorado 80202
Phone Number: 556-2700 Date of Interview: 5/10/88

Dr. Elinor M. Greenberg
Program Administrator
CAEL/Pathways
5700 South Quebec Street
Suite 102
Englewood, Colorado 80111
Phone Number: 773-3956 Date of Interview: 5/12/88

Mr. Dave Hein
American Family Insurance
701 S. Townsend Avenue
Montrose, Colorado 81401
Phone Number: 249-4631 Date of Interview: 5/18/88

Ms. Mary Lou Hildebrandt
ACT-Mountain Plains
Regional Office
3131 S. Vaughn Way, #218
Aurora, Colorado 80014
Phone Number: 337-3273 Date of Interview: 5/16/88

Ms. Colleen Hillmeyer
President, Colo. Assoc. Fin. Aid Admin.
c/o Financial Aid Office
University of Denver
University Park
Denver, Colorado 80208
Phone Number: 871-2681 Date of Interview: 5/03/88

Ms. Jan Hollingshead
Montrose High School
700 South Townsend
Monstrose, Colorado 81401
Phone Number: Date of Interview: 5/18/88

Dr. Kaye Howe
Vice Chancellor for Academic Services
University of Colorado
Campus Box 31
Boulder, Colorado 80309
Phone Number: 492-8476 Date of Interview: 5/03/88

Ms. Kay Jacks
Directof of Financial Aid
Colorado State University
Ft. Collins, Colorado 80523
Phone Number: 491-1101 Date of Interview: 5/10/88

Ms. Marilyn Jensen
College Counselor
Wheat Ridge High School
9505 West 32nd Avenue
Wheat Ridge, Colorado 80033
Phone Number: 238-1281 Date of Interview: 4/28/88

Ms. Sharon Johnson
Principal
Fred N. Thomas Career Educ. Center, DPS
2650 Eliot Street
Denver, Colorado 80211
Phone Number: 455-5966 Date of Interview: 5/18/88

Ms. Barbara Kennedy
Colorado Career Information System
1950 Oak Avenue
Boulder, Colorado 80501
Phone Number: 444-8214 Date of Interview: 4/27/88

Mr. Roger Lake
Director
BOCES
P.O. Box 219
Montrose, Colorado 81402
Phone Number: Date of Interview: 5/18/88

Mr. Norbert Hill
Executive Director
AISES
University of Colorado
Campus Box 249
Boulder, Colorado 80309
Phone Number: 492-8658 Date of Interview: 5/13/88

Mr. Charlie Hoffman
Assistant Division Chief
Veterans Services Division
Veterans Adminis., Regional Office
44 Union Boulevard
Denver, Colorado 80225
Phone Number: Date of Interview: 5/17/88

Ms. Dorothy Horrell
Vice President for Educational Services
Colorado Community College and
Occupational Education System
1391 North Speer Blvd., #600
Denver, Colorado 80204
Phone Number: 620-4035 Date of Interview: 5/25/88

Mr. Cary Israel
President
Front Range Community College
3645 West 112th Avenue
Westminster, Colorado 80030
Phone Number: 466-8811 Date of Interview: 6/03/88

Mr. Tom Jenkins
Vice President
Urban League of Colorado
1525 Josephine Street
Denver, Colorado 80206
Phone Number: 388-5861 Date of Interview: 5/06/88

Mr. Pierre Jimenez
President
Hispanics of Colorado
917 South Williams Street
Denver, Colorado 80209
Phone Number: 292-5638 Date of Interview: 5/17/88

Dr. Richard Jonsen
Deputy Director
WICHE
P.O. Drawer P
Boulder, Colorado 80301
Phone Number: 497-0200 Date of Interview: 5/23/88

Mr. Ray Kilmer
Colorado Department of Education
201 East Colfax
Denver, Colorado 80203
Phone Number: 866-6806 Date of Interview: 5/16/88

Mr. Rich Laughlin
Asst. Commissioner
Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203
Phone Number: 866-6806 Date of Interview: 5/26/88

NEIC Interview List

Mr. Charles S. Lenth
Program Director
Information Clearinghouse
WICHE
P.O. Drawer P
Boulder, Colorado 80302
Phone Number: 497-0221 Date of Interview: 5/23/88

Sister Cecilia Linenbrink
Director
The Adult Learning Source
1615 Ogden Street
Denver, Colorado 80218
Phone Number: 831-9556 Date of Interview: 5/19/88

Mr. John Martinez
Regional Coord./Counselor
Western Colo. Employment Training Serv.
11 S. Park Ave., Suite C
P.O. Box 2146
Montrose, Colorado 81401
Phone Number: 249-2234 Date of Interview: 5/18/88

Mr. Jerry McMillan
President
Colo. Council on H.S./College Relations
c/o Admissions Office, UNC
Carter Hall, Room 3006
Greeley, Colorado 80639
Phone Number: 351-2881 Date of Interview: 5/13/88

Mr. Harold Naughton
College Counselor
Burlington High School
380 South 18th Street
Burlington, Colorado 80807
Phone Number: 346-8455 Date of Interview: 5/17/88

Ms. Julie Neuber
Assistant to the President
Massachusetts Higher Ed. Assist. Corp.
330 Stuart Street
Boston, Massachusetts 02116
Phone Number: 728-4517 Date of Interview: 4/01/88

Dr. Cedric Page
Community Technical Skills Center
3993 E. Martin Luther King Blvd.
Denver, Colorado 80205
Phone Number: 329-3434 Date of Interview: 5/12/88

Mr. Lloyd Peterson
Assistant Director of Admissions
Colorado College
Colorado Springs, Colorado 80903
Phone Number: 473-2233 Date of Interview: 5/17/88

Ms. Marlena Ragin
Chairperson
CESDA
c/o Financial Aid Office
Colorado State University
Fort Collins, Colorado 80523
Phone Number: 491-6321 Date of Interview: 5/04/88

Ms. Rebecca T. Lenzini
Assistant Director
Colorado Alliance of Research Libraries
777 Grant Street, Suite 304
Denver, Colorado 80203
Phone Number: 861-5319 Date of Interview: 6/08/88

Mr. Frank J. Lucero, PhD
Director
Hispanic Cultural Center
Patton House
20th Street & 14th Avenue
Greeley, Colorado 80639
Phone Number: Date of Interview: 5/11/88

Mr. M.D. "Mat" Matson
Director, Career Planning Services
ACT--Mountain/Plains Region
3131 South Vaughn Way, #218
Aurora, Colorado 80014-3507
Phone Number: 337-3273 Date of Interview: 5/16/88

Ms. Joan Mobley
Vice President
Denver Chamber of Commerce
1301 Welton Street
Denver, Colorado 80204
Phone Number: 894-8500 Date of Interview: 6/16/88

Mr. Chuck Neidt
Colorado State University
Human Factors Research Lab, Rm 141
Gifford Bldg.
Ft. Collins, Colorado 80523
Phone Number: 491-1603 Date of Interview: 5/10/88

Ms. Mary Ontiveros
Director of Admissions
Colorado State University
Ft. Collins, Colorado 80523
Phone Number: 491-6901 Date of Interview: 5/10/88

Ms. Sherri Pe'a
Director of Admisssions
Mesa College
P.O. Box 2647
Grand Junction, Colorado 81502
Phone Number: Date of Interview: 5/18/88

Mr. Juan Pineda
Director, Educational Opportunity Prgm.
University of Southern Colorado
2200 Bonforte Blvd.
Pueblo, Colorado 81001
Phone Number: 549-2750 Date of Interview: 5/20/88

Ms. Joan Ringle
Director of Governmental Affairs
Colorado Assn of Commerce and Industry
1860 Lincoln Street, #550
Denver, Colorado 80295-0501
Phone Number: 831-7411 Date of Interview: 6/01/88

Ms. Sheri Rochford
Assoc. Director of Admissions
Fort Lewis College
Durango, Colorado 81301
Phone Number: 247-7184 Date of Interview: 5/17/88

Ms. Florence Saiz
Executive Director
Education Opportunity Center
1391 North Speer Boulevard
Suite 550
Denver, Colorado 80204
Phone Number: 629-9226 Date of Interview: 4/13/88

Ms. Lucy Schlissler
President
Jones Real Estate College
2150 South Cherry Street
Denver, Colorado 80222
Phone Number: 758-1033 Date of Interview: 5/04/88

Mr. Marion Shaw
Director
Delta-Montrose Area Vocational-Tech Ctr
1765 U.S. Highway 50
Delta, Colorado 81416
Phone Number: 874-7671 Date of Interview: 5/18/88

Mr. Michael Simmons
Director
Mayor's Commission on Youth
303 West Colfax Avenue
Suite 1600
Denver, Colorado 80204
Phone Number: 575-3955 Date of Interview: 5/12/88

Ms. Jacquelyn Smith
Vice President
Young Americans Bank
250 Steele Street
Denver, Colorado 80206
Phone Number: 321-2265 Date of Interview: 5/19/88

Mr. Jerry Soliz
Director/Office-Minority Student Affairs
University of Colo.-Health Sciences Ctr.
4200 East Ninth Avenue
Denver, Colorado 80262
Phone Number: 394-8364 Date of Interview: 5/10/88

Mr. Milland Storey
Director of Admissions
University of Colorado, Boulder
Boulder, Colorado 80309
Phone Number: 492-0111 Date of Interview: 5/17/88

Mr. Jerry Terrill
Student Services
Jefferson County Schools
1829 Denver West Drive, #27
Golden, Colorado 80401
Phone Number: 273-6500 Date of Interview: 4/28/88

Ms. Gail Rust
Coordinator
Montrose Education Center
P.O. Box 790
Montrose, Colorado 81402
Phone Number: 249-7009 Date of Interview: 5/18/88

Dr. Raymond Sandoval
Executive Director
Colo. Institute for Hispanic Education
& Economic Development
1006 11th Street, Box 220
Denver, Colorado
Phone Number: 556-4436 Date of Interview: 5/17/88

Ms. Jean Scott
College Counselor
Montbello High School
5000 Crown Boulevard
Denver, Colorado 80239
Phone Number: 371-2050 Date of Interview: 4/28/88

Mr. Ward Shaw
Executive Director
CARL
777 Grant Street, #304
Denver, Colorado 80203
Phone Number: 861-5319 Date of Interview: 6/08/88

Mr. Manuel Sisneros
Project Director
Centro Emiliano Zapata de Aztlan
Educational Talent Search Project
P.O. Box 1321 - 910 Main Street
Alamosa, Colorado 81101
Phone Number: 589-2519 Date of Interview: 5/19/88

Dr. John C. Snider
Vice Chancellor for Academic Affairs
Colorado State University System
202 Administration Bldg.
Ft. Collins, Colorado 80523
Phone Number: 491-6216 Date of Interview: 5/01/88

Mr. Harlan Steinle
Director of Admissions
Fort Lewis College
Durango, Colorado 81301
Phone Number: 247-7184 Date of Interview: 5/13/88

Ms. Naci Tater
Job Search Trainer
PIP
Training and Assessment Center
1823 Sunset Place, Suite 4
Longmont, Colorado 80501
Phone Number: 444-8002 Date of Interview: 5/11/88

Mr. Paul B. Thayer
Director
Upward Bound
Colorado State University
116 Student Services
Fort Collins, Colorado 80523
Phone Number: 491-6473 Date of Interview: 5/10/88

HEIC Interview List

Mr. Lorenzo Tovar
Vice President
Inroads
P.O. Box 13439
Denver, Colorado 80201
Phone Number: 292-2080 Date of Interview: 5/06/88

Mr. Eugene Trujillo
Pre-Collegiate Advisor
Office of Minority Student Affairs
University of Colo. Health Sciences
4200 E. 9th Ave., Campus Box B176
Denver, Colorado 80262
Phone Number: Date of Interview: 5/10/88

Ms. Betty Jean Valdez
Admissions Counselor
Colorado Northwestern Community College
500 Kennedy Drive
Rangely, Colorado 81648
Phone Number: 675-2261 Date of Interview: 5/17/88

Ms. Debra Von Bargen
Director
The College Board
4155 East Jewell Avenue
Suite 600
Denver, Colorado 80222
Phone Number: 759-1800 Date of Interview: 4/27/88

Mr. Steve Washington
Assistant Director of Admissions
University of Colorado
CUOP Admissions
125 Regent Administrative Center
Boulder, Colorado 80309
Phone Number: 492-6301 Date of Interview: 5/13/88

Mr. Rick Williams
Assoc. Director for Pre-Collegiate Pgms.
University of Colorado
Campus Box 146
Boulder, Colorado 80309
Phone Number: 492-2887 Date of Interview: 5/13/88

Ms. Susan Zimmerman
Executive Director
Public Education Coalition
1410 Grant Street, Suite A-101
Denver, Colorado 80203
Phone Number: 861-8661 Date of Interview: 5/26/88

Mr. Sylvester Townsend
Assistant Director of Admissions
Colorado State University
Ft. Collins, Colorado 80523
Phone Number: 491-1101 Date of Interview: 5/04/88

Mr. Ron Uchida
Director, Supernet
Colorado School of Mines
Green Center, Room 203
Golden, Colorado 80401
Phone Number: 273-3471 Date of Interview: 6/06/88

Dr. Luis G. Valerio
Dean
Extended University Programs
University of Southern Colorado
2200 Bonforte Boulevard
Pueblo, Colorado 81001-4901
Phone Number: Date of Interview: 5/20/88

Dr Jerome Wartgow
President
Colorado Community Colleges and
Occupational Education System
1391 North Speer Blvd., #600
Denver, Colorado 80204
Phone Number: Date of Interview: 6/01/88

Mr. Derrick Watson
Coordinator
Talent Search
University of Colorado
Campus Box 146
Boulder, Colorado 80309
Phone Number: 492-8241 Date of Interview: 5/13/88

Ms. Sheri Williams
President
Colorado State PTA
7251 West 38th Avenue
Wheat Ridge, Colorado 80033
Phone Number: 422-2213 Date of Interview: 5/16/88

APPENDIX B

STATE OF COLORADO

Department of Higher Education
COLORADO COMMISSION ON HIGHER EDUCATION

Roy Romer
Governor

Brenda J. Wilson, Ph.D.
Executive Director

HIGHER EDUCATION INFORMATION CENTER QUESTIONNAIRE

Agencies, Organizations, Administrators

Your Name:_____

Title:_____

Your Organization/Agency/Institution:_____

Address:_____
(Zip)

Telephone:_____

Date of Interview:_____

1. Please provide a brief description of how your agency/organization/institution provides information on postsecondary opportunities, financial assistance and careers.

2. Who are your target populations? Whom do you generally serve?

1300 BROADWAY, SECOND FLOOR, DENVER, COLORADO 80203 • (303) 866-2723

3. a. Are you aware of others in the community who are servicing these people?

   b. Do they charge a fee for their services?

4. How does your target population learn about your services?

5. a. To whom do you turn for additional information or send referrals regarding information on postsecondary opportunities, financial assistance and careers? How are they helpful?

6. a. Does your agency/organization/institution have additional interactions with the above named agencies/organizations?

b. If yes, please describe the extent and effectiveness of the interaction.

7. a. Given your assessment of your agency/organization/institution and the other key agencies/organizations/institutions in Colorado which provide similar services, do you feel that sufficient information on postsecondary opportunities and financial assistance is being disseminated adequately to the needy populations?

b. If not, what is missing and what steps could be taken to improve the situation?

c. Who should be responsible?

8. Do you think coordinated effort would assist you in your objectives as well as the State's objective to provide information on postsecondary opportunities and financial aid to encourage more students to consider their college options?

9. What specific services would you like to see provided through coordination?

NOTE TO INTERVIEWER: (If interviewee does not mention the services below, ask all listed. If interviewee mentions any of the services below, delete that service.)

10. What is your opinion/reaction to a service such as:

a. Information clearinghouse on postsecondary opportunities, financial assistance, and long-range financial planning for higher education

b. Walk-in counseling and referral service

c. Coordination of pre-collegiate programs for colleges, universities and secondary schools.

d. Professional development and training for guidance counselors, teachers, and community agency staff

e. Publicity and outreach to increase public awareness of postsecondary opportunities and financial aid and financial planning for higher education

f. Other

1) Statewide, toll-free counseling and financial assistance information hotline

2) Last dollar scholarships available to college bound students who do not receive sufficient financial aid from other sources

3) Cable TV program on issues regarding access to higher education

4) Resource mobile van

5) Extensive resource library including college catalogs, application and financial aid forms

6) Higher education planning and preparation programs/events

7) Peer advisor program in the schools

11. Please identify the four populations that you believe are most important for the above services to target. (e.g. minority, middle school students) Be specific.

12a. What location do you believe would be best for a Center?

b. What hours and days of the week should it be open?

c. Where would you put satellite centers (if feasible)?

13. Who are other individuals that should be spoken with about this project?

14a. If you were responsible for this project, what would be your greatest area(s) of concern?

b. Your highest priority?

NOTE: In the following, please check those which apply.

15. Would you/your institution/your agency be willing to support an Education Information Center in any of the ways listed below?

___ a. Yearly financial contribution

___ $5,000-$10,000

___ $10,000-$20,000

___ above $20,000

___ b. Yearly membership fee

___ under $1,000

___ $1,000-$2,000

___ $2,000-$3,000

___ above $3,000

___ c. **Membership on advisory board**

___ d. Volunteer Service

___ e. Referrals

___ f. **Verbal partnership/support/endorsement**

___ g. **In-kind contributions (e.g. equipment, materials, etc.)**

16. Can you recommend other potential **funding sources that we should explore?**

APPENDIX C

STATE OF COLORADO

Department of Higher Education
COLORADO COMMISSION ON HIGHER EDUCATION

Roy Romer
Governor

Blenda J. Wilson, Ph.D.
Executive Director

HIGHER EDUCATION INFORMATION CENTER SURVEY

Name: _____

Title: _____

Organization/Agency/Institution: _____

Address: _____

_____

Telephone: _____

Date: _____

Please answer the following questions by checking all appropriate responses unless otherwise indicated. If a questions is not applicable to your organization/institution, please indicate as N/A.

1.a. How does your organization/institution provide information on postsecondary opportunities, financial assistance, and careers?

_____High school presentations

_____Publications (newspapers, magazines, brochures, etc.)

_____Group workshops

_____College/Career fairs

_____Individual counseling

_____Direct Mail

_____Other (Please specify) _____

_____

b. Do you charge a fee for your services?

_____ Yes _____ No

2. Who are your target populations?

3.a. To whom do you turn for additional information or send referrals regarding information on postsecondary opportunities, financial assistance and careers?

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b. Do they charge a fee for their service?

_____Yes _____ No

4. Given your assessment of your organization/institution and others in Colorado which provide similar services, do you feel that sufficient information on postsecondary opportunities and financial assistance is being disseminated adequately to the needy populations?

_____ Yes _____ No Comments _____

_____

(Rate the quality of service overall -- 0 = Lowest / 5 = Highest)

0 1 2 3 4 5

5. Would a Higher Education Information Center that provides information and outreach on higher education, financial aid and careers assist in meeting your objectives?

_____ Yes _____ No Comments _____

_____

6. Identify the four populations that you believe are most important for a Higher Education Information Center to target? (Please be specific - e.g. minority middle school students)

1) _____
2) _____
3) _____
4) _____

7. The following items (a-n) represent services a Higher Education Information Center might provide. Please indicate your top **5 PRIORITIES** by assigning numbers 1-5, with 1 being <u>most important</u>.

_____a. Information clearinghouse on postsecondary opportunities, financial aid and long-range planning for higher education

_____b. Walk-in counseling and referral service

_____c. Coordination of pre-collegiate programs for colleges, universities and secondary schools

_____d. Professional development and training for guidance counselors, teachers and community agency staff

_____e. Publicity and outreach to increase public awareness of postsecondary opportunities and financial aid and planning for higher education

_____f. Statewide, tollfree counseling and financial assistance information hotline

_____g. Last dollar scholarships available to college bound students who do not receive sufficient financial aid from other sources

_____h. Cable TV program on issues regarding access to higher education

_____i. Resource mobile van

_____j. Extensive resource library including college catalogs, applications and financial aid forms

_____k. Higher education planning and preparation programs/events/workshops

_____l. Peer advisor program in schools

_____m. Team of counselors available for outreach throughout Colorado

_____n. Speakers bureau (financial aid/admissions)

8. What other services should a center provide?

9.a. What location(s) would be best for a higher education information center?

b. If in Denver, what specific area(s)?

10. What days and hours should the center operate? (Check all that apply)

_____M-F / 9:00-5:00

_____Saturdays

_____Sundays

_____Evening hours

_____Other (Please specify) _____

11. Would your organization/institution be willing to support an Education Information Center in any of the ways listed below?

_____a. One-time financial contribution

_____Under $5,000

_____$5,000 - $10,000

_____$10,000 - $20,000

_____Over $20,000

_____b. Yearly membership fee

_____Under $1,000

_____$1,000 - $2,000

_____$2,000 - $3,000

_____Over $3,000

_____c. Membership on advisory board

_____d. Volunteer service

_____e. Referrals

_____f. Verbal partnership/support/endorsement

_____g. In-kind contributions (e.g. equipment, materials, etc.)

12. Who are other individuals that should be spoken with about this project?

13. Can you recommend potential funding sources that should be explored?

14. Additional Comments:

Please return your completed survey no later than June 3, 1988 to:

Colorado Commission on Higher Education
1300 Broadway, 2nd Floor
Denver, Colorado 80203

Attn: Lynn Israel

APPENDIX D

4-6-88

HIGHER EDUCATION INFORMATION CENTER
INTERVIEW QUESTIONS

Interviewees: Students/Parents

1. When did you/your child first start planning for college?

2. What were your/your child's initial steps in planning for college?

3. What resources did you turn to for help such as: high school counselor, college admissions/financial aid officers, other agencies, other students, family members, library, teachers?

4. Describe how these people/resources helped or did not help you.

5. What would have made the college search/application process easier?

6. Was financial aid an issue? If yes, who was most helpful in explaining the financial aid process and what would have made learning about the process easier for you/your parents/your child?

7. Would any of the services listed below have been helpful to you/your child:

   a. An information clearninghouse on post-secondary opportunities and financial assistance and long-range financial planning

b. Walk-in counseling and referral services

c. State-wide, toll-free counseling and financial assistance information hotline

d. Last dollar scholarships; available to college-bound students who do not receive sufficient financial aid from other sources

e. Cable TV program on issues regarding access to higher education

f. Resource mobile van

g. Extensive resource library; college catalogs, application and financial aid forms

h. Higher education planning and preparation programs/events

i. Peer advisor program in the schools

8. Would you have used a service that would provide a resource library and counselors to help students and parents learn more about colleges and universities, financial aid, and careers if it was located in downtown Denver?

9. Can you suggest a location that would be better for you?

10. What hours and days of the week would you most likely to use this service? Weekends? Evenings?

11. Would you have been willing to pay to use such a service? How much would have been reasonable to pay for each visit?

12. If you would not have used this service, what other suggestions do you have for a way to provide students/parents greater access to information on education and financial aid?

APPENDIX E

HIGHER EDUCATION INFORMATION CENTER
STUDENT/PARENT SURVEY

1. When did you/your child first start planning for college?

   _____a. earlier than junior high school

   _____b. junior high school

   _____c. 10th or 11th grade

   _____d. senior year in high school

   _____e. after high school graduation

   _____f. other (please specify) _____

2. What were your/your child's initial steps in planning for college?

   _____a. reading college publications or articles about planning for college

   _____b. college/career fairs

   _____c. individual counseling (by whom?) _____

   _____d. group workshops on planning for college (presented by whom?) _____

3. What resources did you turn to for help?

   _____a. high school counselor

   _____b. college admissions/financial aid officers

   _____c. other agencies (please name) _____

   _____d. other students

   _____e. family members

   _____f. library

   _____g. teachers

4. Describe how these people/resources helped or did not help you.

5. What would have made the college search/application process easier?

6. Was financial aid an issue? If yes, who was most helpful in explaining the financial aid process and what would have made learning about the process easier for you/your parent(s)/your child?

7. Would any of the services listed below have been helpful to you/your child?

_____a. an information clearinghouse on post-secondary opportunities and financial assistance and long-range financial planning for higher education

_____b. walk-in counseling and referral services

_____c. state-wide, toll-free counseling and financial assistance information hotline

_____d. last dollar scholarships; available to college-bound students who do not receive sufficient financial aid from other sources

_____e. cable TV program on issues regarding access to higher education

_____f. resource mobile van coming to your area

_____g. extensive resource library; college catalogs, application and financial aid forms

_____h. higher education planning and preparation programs/events

_____i. peer advisor program in the schools

8. Would you have used a service that would provide a resource library and counselors to help students and parents learn more about colleges and universities, financial aid, and careers if it was located in downtown Denver?

_____Yes _____No

9. What location would be better for you than downtown Denver?

10. What hours and days of the week would you have used this service?

_____m-f / 9:00 a.m. - 5:00 p.m.

_____saturdays

_____sundays

_____evening hours

_____other (Please specify _____

11. Would you have been willing to pay to use such a service?

_____Yes _____No

If yes, how much would have been reasonable to pay for each visit?

12. If you would not have used this service, what other suggestions do you have for a way to provide students/parents greater access to information on education and financial aid?

Thank you for your assistance in completing this survey. Please return it no later than June 3, 1988 to:

Colorado Commission on Higher Education
1300 Broadway, 2nd Floor
Denver, Colorado 80203

Attn: Lynn Israel

APPENDIX F

COLORADO PROGRAMS & SERVICES

There are a number of programs and services in Colorado dedicated to providing information and opportunities regarding postsecondary education, financial assistance and career planning. The following summary of information is not exhaustive. It includes federal, state, non-profit and privately funded or sponsored services. In addition, a separate section on state-wide pre-collegiate programs currently in existence has been included. Private or federally funded pre-collegiate programs have been reviewed under those general headings.

FEDERAL PROGRAMS

TRIO

Trio refers to FIVE programs: Educational Opportunity Centers, Special Services for Disadvantaged Students, Talent Search, Upward Bound and Veterans Upward Bound. The TRIO programs provide low-income, first generation students support services in counseling, basic skills instruction, tutoring, information about college/university admissions and financial aid, vocational-technical school enrollment assistance and career exploration and counseling.

1. Educational Opportunity Centers (EOC)

The EOC is a community services program providing educational planning information and assisting services that include: career exploration counseling, college/university admission coaching, vocational-technical school enrollment assistance, academic assessment coordination, federal and state student financial aid advising and educational planning workshops. Target population is low-income, first generation college bound ages 19+, although the EOC in Denver does not refuse service to anyone.

Two locations: 1391 N. Speer Blvd., Denver
University of Southern Colorado

Approximately six satellite offices which offer counseling services one or two times monthly.

2. Student Support Services/Special Services

Special Services assists students to achieve their postsecondary academic education goals encouraging them not only to complete their undergraduate studies but also to go on to graduate or professional educational programs. Services provided include: basic skills and reading skills instructional and tutorial assistance, new student orientation, testing

and ongoing academic advising, counseling, and information dissemination about financial aid, grants, work-study, scholarships and loans. Special Services also maintains a peer tutoring program and offers workshops.

Target Population: This service is an on-campus program designed to support enrolled students at their individual institutions.

Eleven locations:
Adams State College
Colorado State University
Community College of Denver
Lamar Community College
Metropolitan State College
Northeastern Junior College
Trinidad State Junior College
University of Southern College
University of Northern Colorado
University of Colorado at Denver
University of Colorado

3. Talent Search

Talent Search has three major goals:

1. To increase the numbers of individuals from the Target Area attending postsecondary education;

2. To encourage, counsel and assist these individuals in order that they may successfully complete their postsecondary educational programs; and

3. To increase public awareness of the availability of financial aid programs, student academic support systems and the benefits of a postsecondary education.

Target population: Youth between the ages of 14 - 27, who show educational potential, who may be economically, geographically or physically disadvantaged.

Seven locations:
Centro Emiliano Zapata, Alamosa
Colorado Department of Education
LULAC Educational Center - Greeley
Pueblo
Colorado Springs
University of Colorado
Brighton

One project currently being implemented by LULAC is the Greeley Dream Team Scholars project and Mentor Program. The purpose of the Greeley Dream Team is to act as a catalyst in merging private and public sector efforts and meeting the needs of at-risk youth. The Dream Team coordinates the action "loop" for the community. The Team's mission is to promote a climate where high-risk youth can complete a public education and pursue meaningful career, employment, and/or educational opportunities. The project will identify 200 high-risk 6th grade students from throughout District 6 for the next six

years. Each student involved in the project will, upon completion of high school and acceptance into a postsecondary program, be eligible for a $2,000 scholarship.

The Mentor Program will provide high-risk youth the chance to interact with professionals from various occupations and industries.

4. Upward Bound

Upward Bound students are from low-income families, and/or the first in their familiy to aspire to a college degree. The program helps students to develop academic skills and the motivation necessary to successfully complete high school and enter college. During the academic year services include academic, personal and career counseling, after-school academic instructional sessions, and other events such as college visitations. During the summer, students live on university or college campuses for six weeks, attending classes which include math. language arts, science, career planning and personal development.

Five locations: Adams State College
Colorado State University
Metropolitan State College
University of Southern Colorado
University of Colorado

5. Veterans Upward Bound

One location: Metropolitan State College

<u>The Job Training Partnership Act (JTPA)</u>

The Governor's Job Training Office is the administrative agency for JTPA funds.

The Job Training Partnership Act is designed to prepare youth and unskilled adults for entry into the labor force and to provide job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment who are in special need of such training to obtain productive employment.

Educational and Employment programs have been developed to deal with high-risk youth. Some of these programs include:

* The School to Work Programs (SWAP)
(an in-school dropout prevention program)
Denver Public Schools
* The Governor's Good Beginnings Programs
(Teacher training for Early Childhood educators)
* Teen Parent Programs
Otero, Prowers, Mesa, Alamosa, Denver, Adams, Boulder, Delta, Montrose and Delta

- Office of Rural Job Training (ORJT) - Project Success
  Ignacio School District
- Renewed Interest in Education (BOCES)
  Lamar
- An Integrated Academic/Work Transition Program
  Elbert County School District C-1
  Elizabeth
- Basic Skills Improvement (ORJT)
  Plateau Valley, School District 50
  Sterling
- Project "GO" (ORJT)
  Sterling
- Regional Education Opportunities Program (ORJT)
  Montezuma - Cortez School District Re-1
  Cortez
- Jefferson County - Jeffco Employment in the Year 2000
- Comprehensive Competencies Program
  Aurora
- Centralization of Youth Data
  School District 6
  Greeley

Job Corps

Job Corps is a residential training program designed to train low-income, out-of-school youth for employment. Job Corps provides vocational training, classes for GED or high school diploma, living skills classes and assistance in job placement.

STATE PROGRAMS

Colorado Department of Education:

Colorado Department of Education provides general supervision of the public schools of the State of Colorado, distribution of State equalization funds to local school districts, and certification of teachers.

* Denver Public School Community Affairs

  The Community Affairs office supports three councils to act as a liaison between youth, parents, community, and the Denver Public Schools for any issues that affect Black, Hispanic, and Asian youth. Each council has 20 volunteer adult members from the community and school staff.

* DPS - Project for Indian Education

  The Project for Indian Education seeks to improve educational services and opportunities for Native American children who attend Denver Public Schools. The program has three basic components: cultural enrichment and activities, tutoring and social services.

* Denver Educational Excellence Program (DEEP)

  DEEP is designed to assist students in attaining the skills necessary to be successful candidates for entering the field of engineering and other math and science related fields. DEEP provides an enrichment program for middle and high school students to motivate academic achievement and encourage educational pursuits. DEEP currently works at Martin Luther King Middle School and Montbello High School. The program is open to all students of the Denver Public Schools, but special consideration is given to female and minority students in grades 7 - 12.

* Action Plan on Counselor Training

  A study was conducted in 1987 by John Fuller, Coordinator, Post Graduate Planning Center, Cherry Creek High School, to examine the training of Colorado public school counselors including specific skills and knowledge necessary for their role as school counselors. Particular attention was given to preparation of school counselors in addressing college counseling.

  The study analysis revealed that there were no required, offered, or recommended courses in pre-college guidance as part of the counselor education programs at any college or university degree programs in Colorado. (Pre-college guidance included all areas of college counseling, academic advising for college, college admission testing and financial aid.)

  The Colorado Department of Education was contacted and asked to review the Counselor Education Certification requirements. A request for the inclusion of

courses that deal with transition from high school to colleges, especially as they relate to minority and disadvanteged students was made.

A task force of counselor practitioners and counselor trainers to review current standards and recommend revisions will be established by the State.

New Pride

New Pride provides educational classes, GED preparation, structured recreation, employment and training assistance, and counseling for adolescents. A licensed Adolescent Day Treatment Program for Denver Social Services and a Juvenile Justice Alternative Program for adjudicated youth are provided. Clients must be referred through the Probation Department, Denver Social Services, or Department of Institutions.

Colorado Career Information System (COCIS)

COCIS is the Colorado State Department of Education's computerized career exploration system. It is used in Colorado high school guidance offices, higher education institution career centers and agencies that assist with career assessment. COCIS targets students between 15 and 19 years old and contains career planning-related information including:

* occupational briefs
* industrial outlooks
* financial aid
* schools and programs of study
* apprenticeship
* employer profiles
* military occupations
* job search skills
* working for yourself

COLORADO SUPERNET

Colorado Supernet (CSN) is an initiative of the Colorado Advanced Technology Institute (CATI), a commission created by the Colorado legislature to promote educational excellence and cooperation between industry and higher education institutions. The network links major research universities in Colorado to each other and to a large number of specialized national and international resources. The annual membership fee is $5,000.

The Colorado research institutions currently linked to SUPERNET are: Colorado School of Mines, Colorado State University, University of Colorado (Boulder, Denver, Colorado Springs), and the University of Denver. Plans for the future include the expansion to all colleges and universities in Colorado. Other Colorado-based research resources available through SUPERNET include the Colorado Alliance of Research Libraries (CARL) and the National Center for Atmospheric Research (NCAR).

Colorado Community Colleges and Occupational Education System

This agency offers a variety of workshops designed to reach educators, administrators and counselors in high schools, community colleges, junior colleges and occupational schools. In addition to annual workshops on a variety of subjects, this system provides a "Career Development Institute" which is conducted by CSU for two weeks each July. Further, the agency offers the "Educators Summer Workshop" held for four days in August. This workshop includes such topics as: curriculum, self-assessment, dropout and retrieval programs, career assessment and planning.

Colorado Commission on Higher Education -- CCHE

CCHE is a central policy and coordinating board for Colorado public higher education. Their mission is to implement the directives of the General Assembly and promote and preserve quality, access, accountability, diversity and efficiency within Colorado public higher education. Responsibilities of the Commission include:

* Develop long-range plans for an evolving state system of higher education
* Review and approve degree programs
* Establish the distribution formula for higher education funding; recommend state-wide funding levels to the legislature
* Approve institutional capital construction requests; recommend capital construction priorities to the legislature
* Develop policies for institutional and facility master plans
* Administer state-wide student financial assistance programs through policy development, program evaluation, and allocation of funds.
* Develop and administer a state-wide off-campus (extended studies), community service, and continuing education program
* Determine institutional roles and missions
* Establish state-wide enrollment policies and admission standards
* Conduct special studies as appropriate or directed, regarding state-wide education policy, finance, or effective coordination

Mayor's Commission on Youth

The Mayor's Commission on youth has, as one of its primary functions, the role of disseminating information to high schools and community service agencies about human

services in the city and county of Denver. This is done through the annual publication of a, "Directory of Youth Services". The Mayor's Commission on Youth does no direct delivery of services rather they serve as a coordinating and information vehicle. Partnership and coordination of youth programs is the Commission's goal. The target populations are all Denver city and county youth as well as the "hard to serve" (below poverty level, "low wealth").

Fred N. Thomas Career Education Center (Center for Technical & Business Careers- "CEC")

CEC is a magnet learning center offering a wide range of academic, career and advanced occupational programs for all high school students who are residents of the City and County of Denver. Classes at CEC are performance based and are offered in over 30 areas.

CEC also provides counseling services in arranging classes, making career choices and job hunting.

The Learning Resource Center offers individual tutorial help in math, reading, spelling, testing skills, etc.

Metropolitan Youth Education Center

Students may come from any Denver public high school to this center in order to receive additional credit hours that they would not have available in their own home school. Also, the GED program is available. Students must be 16 - 21 years old and referred by their home school and have potential to be successful in the alternative school setting.

Emily Griffith Opportunity School

Part of the DPS system, this school serves the adult population of the Denver Metro area. The school offers training and provides the opportunity to learn new skills or to update existing skills. The school offers high school extension courses for juniors and seniors, an adult high school as well as a job placement service.

Colorado Prevention Programs

Model Colorado Prevention programs or projects designed to prevent school dropouts by means of early intervention:

- Positive Early Intervention: The Gardner School Component
  Huerfano Re-1 School District, Walsenberg

- An Early Identification Model
  Pueblo School District 60, Pueblo

- Junior High Pass Program
  Poudre School District R-1, Fort Collins

- Mentorship and Parenting: Linking Community and School
  Pueblo School District 60, Pueblo

- Early Prevention of School Failure
  Summit County School District, Frisco

- Dropout Prevention Programs
  Montrose County School District RE-1J, Montrose

Other model Colorado Prevention programs designed to intervene, and thus prevent school dropouts during the later years:

- Parents, How Well Do You Know Your Students?
  Discover Careers, COCIS, Colorado Dept. of Education

- Re Ca Re Reading: Another Way To Prevent Dropouts
  Pueblo School District 60, Pueblo

- Computers Talk: Identify Potential Dropouts Before the Walk
  Student Analysis System (SAS), Colorado Dept. of Education

- Tap-Aware: Training and Services for Pregnant and Parent Teens
  Child Opportunity Program, Denver

Model Colorado Retention Programs:

- Servicios de la Raza: Youth Component
  Denver

- Identification of High Potential at Risk Students
  Denver Public Schools

- Byers Learning Center: A Sounding Board
  Denver Public Schools

Numerous other projects both in the form of Retention Efforts and Retrieval Programs are present throughout the State.

Colorado Educational Services and Development Association (CESDA)

CESDA's purpose is to promote, facilitate and coordinate the access to postsecondary education for educationally and economically disadvantaged students. Services and objectives include:

- state-wide system of student recruitment and admissions to postsecondary institutions (CESDA has initiated college day programs that target minority students and their parents state-wide.)
- to ensure that the educationally and economically disadvantaged student receives adequate financial assistance
- to ensure that disadvantaged students receives the supportive services necessary for retention and success in postsecondary education
- to promote and pursue affirmative action efforts to increase the number of ethnic minority faculty and staff at postsecondary institutions
- to act as an advocate for educationally and economically disadvantaged students in promoting their objectives at the community, institutional, state, and federal levels

Colorado Women's Centers and Resource Facilities

There are a variety of services aimed at providing women with resources for education, vocational and technical training, assessment, reentry and job placement, financial assistance, assistance with child care, leadership skills, and workshops to facilitate personal, educational or professional life changes.

Each center offers some of the aforementioned services or programs. Rather than listing each center location separately, they have been grouped as follows:

Colleges and universities (includes 2-year, 4-year public and private institutions): Approximately 35 locations state-wide.

Women's Resource Agencies: Approximately 7 locations state-wide.

Montrose Continuing Education Center

This Center's primary function is to deliver college classes to rural Colorado. The Center serves four counties: Delta, Montrose, Ouray, and San Miguel. College courses range from undergraduate general education courses to graduate-level courses in computer science. Both credit and non-credit courses are available. The Center also counsels students concerning admission requirements, financial aid, and other procedures regarding college attendance. Target populations include high school graduates, adults returning to school and adults working toward college degrees.

Colorado Institute for Hispanic Educational and Economic Development

The mission of this organization is to facilitate the creation of new programs and to help with the development and enhancement of existing programs that are related to Hispanic education and economic development. One of the first activities of this newly created Institute is to create a data base of all programs that impact Hispanic education. The Colorado Institute for Hispanic Educational and Economic Development is sponsored by the Auraria Campuses and is housed at Metropolitan State College.

Colorado Student Loan Program -- CSLP
Department of Higher Education

Created by an act of the Colorado legislature in 1979, CSLP is the designated State Guarantor of student loans. CSLP provides a series of ongoing services to program participants including training, technical assistance, on-site reviews, loan servicing and claims/collections support. Highlights of services provided to schools and lenders include:

- Technical Services, A Remote Access Program -- A program enabling major schools to access student data, to communicate with CSLP via electronic mail, and to complete certain collective actions on-line.

- Client Services -- A Loan Processing Manual to assist the correct completion of the GSL application. The manual is designed for hands-on use by students, and loan staff. Two communication formats to convey essential program information to schools and lenders, the BULLETIN and the ALERT, are also available.

- Borrower Services, A Repayment Project -- This project was launched to assist borrowers in understanding the repayment process. A repayment guide was published answering key questions.

Colorado Student Obligation Bond Authority -- CSOBA

CSOBA is a political subdivision of the State of Colorado created to assist residents in meeting the expenses incurred in pursuing higher education opportunities. This charter is met by financing and operating a secondary market for student loans as well as direct lending in the PLUS Program.

NON-PROFIT AND PRIVATE

Colorado Council on High School-College Relations

This voluntary organization of high schools and colleges works to serve college counselors, students and their parents state-wide. They publish the Colorado Council Handbook which is a comprehensive listing of all colleges and universities in Colorado, including two year postsecondary institutions. The handbook is distributed to counselors, teachers, administrators, parents and high school student throughout the State. Other functions of the Council include:

* coordination of a series of high school, college day/night programs throughout the State
* professional development for admissions and high school guidance counselors including yearly update sessions on admissions and financial aid for Colorado institutions
* coordination and publicity of the CESDA high school college day programs

The Adult Learning Source

ALS offers educational opportunities to educationally disadvantaged people from Denver's low income areas. Free instruction is offered in: literacy, GED, ESL/ESOL, employment readiness and placement and citizenship.

Council for Adult and Experiential Learning (CAEL)

CAEL is a nationwide network of colleges, universities, and other educational agencies. CAEL coordinates a variety of programs involving public and private vocational institutions, community colleges, undergraduate colleges and universities, corporations, and agencies with a focus on helping adults make career transitions. CAEL is dedicated to improving services to adult learners and to fostering quality experiential learning and the assessment of its outcomes. CAEL sponsors:

* national network of professional support personnel who can provide information and service
* research and publications on adult and experiential learning
* programs to assist higher education, business, industry, labor and government in serving adult learners

* workshops and seminars such as: Returning to Learning, Career Training, Institutional Leadership, Assessment of Technical and Occupational Skills, Career Transition (reemployment) and Prior Learning Assessment

Latin American Education Foundation

The Latin American Education Foundation provides scholarship grants to Hispanic high school graduates seeking higher education. These grants help to defray the total cost of tuition and books at area colleges and universities.

Colorado Intermountain Community Learning and Information Service (ICLIS)

ICLIS 's objectives are to develop and demonstrate improved ways to provide educational and informational services and resources as well as adult career counseling to people in rural areas through local public libraries. The program is piloted in two Colorado locations, Craig and Meeker.

ICLIS services include:

* Computer-assisted information delivery

* Publicly accessible computers and software programs such as word processing, spread sheets and management programs

* Learning Center technologies, such as video projection systems, videotape and videodisc, and two-way audio

* Adult learning and referral services

Through ICLIS, rural populations can have access to both postsecondary course delivery and college and career information and counseling.

INROADS

INROADS' mission is to develop and place talented minority youth in business and industry and prepare them for corporate and community leadership.

INROADS provides career-related opportunities and knowledge for minorities while allowing corporations the opportunity to develop future managerial employees. The process involves recruitment, 4 or 5 consecutive summer internships for minority college students, year-round counseling, and training activities.

Junior Achievement

Junior Achievement provides a variety of practical, economic education classes for youth. The classes are usually held in neighborhood schools and are taught by adult volunteers who are in private business.

DECISIONPOINT

Decisionpoint, located in Denver, provides pre-graduation workshops for high school students and their parents in testing and career planning, college selection including the application process, financial planning including scholarships and loans. Decisionpoint is a private corporation and charges a fee to those who use the services. At present, Decisionpoint holds workshops in the greater Denver-metro area and in Colorado Springs.

Independent Counselors (Educational Consultants)

There are numerous private college counselors throughout Colorado who provide services that include career assessment, college counseling, college test preparation and information and advice about independent and boarding schools. Independent counselors generally charge a fee for their services. Their target populations are middle and high school students and their parents. Private counselors and consultants number approximately 25 in the Denver region.

Colorado Minority Engineering Association, Inc. (CMEA)

The objectives of CMEA are to provide educational supportive services to the Hispanic, Black, Native American and disadvantaged students throughout the state, in order to increase the number of these underrepresented minorities in the fields of engineering, science and technology. To this end, CMEA has organized a consortium of industry, academia, school districts, professional organizations, community groups and the parents of students.

Mathematics, Engineering and Science Achievement -- MESA
Minority Engineering Program -- MEP

A program at the precollege level, MESA and the college MEP provide educational services that encourage carefully selected minority students to pursue studies toward a degree in engineering, science, math or technology. The precollege program begins in the 7th grade and continues through the 12th grade. Parents of MESA students join the MESA Concerned Parents, Inc. and support services are provided to MESA students through award of the baccalaureate degree via MEP.

Six basic components of the MESA program include:

1. High school curricula counseling
2. College and career counseling
3. Academic tutorials
4. Field trips
5. Incentive Scholarship awards
6. Summer enrichment and training opportunities

The CMEA and MESA programs provide services to minorities in 12 major school districts which account for 77 schools and a population of 1,400 students

Colorado Association of Commerce and Industry -- CACI

One of CACI's components is the Educational Foundation which is responsible for Colorado Business Week. Colorado Business Week is a week-long education program in business and enterprise for high school students. It teaches students what it takes to compete and succeed in business and covers all of the aspects of business from capitalization to making a profit. Classroom hours are complemented by recreation and social activities on a college campus. Students are selected from high schools across Colorado and the cost beyond a $30.00 registration fee (paid by participants) is carried by the business community.

Colorado Alliance of Business (CAB)

CAB represents the business community in employment and training issues. Youth programs offered by CAB include:

* Summer Job Hunt which places youth in summer jobs
* Work for Yourself, a program which helps teens learn to run their own businesses
* Basic Employability Skills Training (BEST), teaches young job seekers job-hunting, interviewing, and retention skills
* BEST for Students with Special Needs, offers specially adapted materials and workshops

Colorado Alliance of Research Libraries -- CARL

CARL is a consortium of six Colorado research libraries and provides systems research, development, management and operations for its member institutions. CARL designs computerized information systems to create resource sharing capabilities which contribute

to educational, cultural and economic growth. CARL is also involved in the design of interoperation of disparate systems in complex networks, in electronic document delivery, in electronic publishing, in the construction and manipulation of data bases, in the application of artificial intelligence techniques to information and in the dynamics of user behavior and interfaces.

Colorado Association of Financial Aid Administrators -- CAFAA

CAFAA's primary goal is to train and update high school counselors and financial aid administrators about financial assistance for postsecondary education. It is a professional organization composed primarily of financial aid administrators from Colorado institutions. Some of the activities that CAFAA sponsors in the state include:

* workshops in 12 different locations throughout the State to update and train high school counselors about financial aid

* financial aid information nights at high schools for parents and students

* Financial aid awareness week

CAFAA also publishes a newsletter on current issues in financial aid for its membership.

Careers in Industry

The purpose of this program is to encourage young people to complete their education and to prepare for careers by gaining the necessary education and skills required for gainful employment. Careers in Industry provides high school juniors the opportunity to visit a job worksite for a day and become familiar with some of the elements involved in selecting a career.

"Kids in Technology", a partnership between IBM and Colorado public middle and high schools, provides students with a course on technology using IBM Copiers This program and Careers in Industry have been expanded through a state-wide initiative and will be available to all school districts across the State. The one day training course that includes a visit to a worksite is now provided for high school juniors but will soon be expanded to include 7th - 12th graders.

American College Testing Program -- ACT

ACT is an organization which provides measurement and research services to educational

institutions and agencies as well as assessment services in a variety of educational contexts. Some services provided include:

* Assessment Program - College entrance tests in English, math, social studies, natural science, and the interest inventory and student profile.

* Assessment Research Services - Information for colleges to study student characteristics, evaluate programs and policies, conduct research, examine trends, draw comparisons, make predictions, and plan for the future.

* College Planning/Search Book - Guide to college planning and decision making.

* Educational Opportunity Service - EOS is a computerized information exchange that helps inform students who have particular educational interests and goals about schools that offer programs they want.

* Student Need Analysis Service - SNAS provides an evaluation of a family's ability to pay college costs, analyzes student financial need and sends reports to financial aid agencies, to the institutions chosen by students, and to the student and family.

* Proficiency Examination Program - PEP offers examinations designed to permit students to gain official recognition for learning that has occurred outside of the classroom. Exams available in arts & sciences, business, criminal justice, education, and nursing.

* Evaluation/Survey Service - ESS offers data gathering, analysis and reporting services to help colleges and high schools obtain from current and former students information that can be used for educational and institutional planning. ESS surveys available in the needs of adult learners, the perceptions of alumni, opinions of enrolled students, postsecondary plans of high school students, characteristics of entering students, and the attitudes of withdrawing students.

* DISCOVER - A computerized career guidance system inventorying and rating interests, abilities, experiences and values. Discover provides access to information about occupations and postsecondary education options including college, vocational/technical, and military programs.

THE GUIDANCE INFORMATION SYSTEM (GIS)

GIS is a computerized career education system which is available nationwide. The system maintains information on :

* occupations

* armed services

* 2-year colleges/vocational schools

- 4-year colleges
- graduate and professional schools
- financial aid
- career decision-making

The College Board

The College Board is a national corporation whose function is to provide assessment and services for students, high school counselors and collegiate admissions and financial aid staffs. The College Board produces the college entrance examinations known as the Scholastic Aptitude Test (SAT) and the Pre Scholastic Aptitude Test (PSAT). They also process the widely used "Financial Aid Form" through the College Scholarship Service. Also included within the College Board is a professional organization for collegiate institutions. One of the College Board's western regional offices is located in Denver.

One of the primary functions of the College Board is to provide training for educators who are involved with students making the transition from high school to college. Teacher awareness and training is also conducted for the PSAT and SAT tests. Programs in the State that include the sponsorship of the College Board are: Financial aid nights in the high schools, Advanced Placement parent night programs, and the Colorado Council on High School/College Relations high school college day/night programs. In addition the College Board sponsors summer workshops for professional high school college counselors and College admission counselors. The College Board also conducts research on issues related to the college selection and admission process and has developed software programs for use in the schools, organizations and libraries to assist people with careers and higher educational plans.

In 1986, the College Board published a comprehensive report entitled, "Keeping the Options Open: Recommendations", that contained a list of recommendations regarding creating future opportunities for all populations to have increased access to postsecondary education. Colorado has recently established a Keeping the Options Open Committee composed of high school counselors and admission directors. This committee is currently investigating ways for Colorado to improve opportunities for access to higher education in the State.

COLORADO COLLEGE AND UNIVERSITY PRE-COLLEGIATE PROGRAMS

- Adams State College
  Upward Bound, instruction in science, English or basic skills
- Colorado College
  "Summer Fellows" science/math program for minorities in 8th & 9th grade

* Colorado School of Mines
  SUMET or Summer Minority Engineer Training Program

* Colorado State University

  a. Upward Bound
  b. CSU Science Motivation Program
  c. Pingree Park Retreat, US Forest Service, BLM and Soil Conservation Service
  d. United States Dept. of Agriculture Research Internship for Minorities

* Denver University
  Teacher mentors to prepare minority students for ACT/SAT

* Fort Lewis College

  a. Minority and Health Careers Programs
  b. Special Summer Program (learning assistance)
  c. Intercultural Center, recruitment program for Native Americans

* MESA College
  Delores Pitman-Garcia Counseling Center, programs in intercultural awareness

* Metropolitan State College

  a. Health Science Careers Program
  b. Metro Upward Bound
  c. High School Ambassadors
  d. Metropolitan State College Pre-Collegiate Program
     (Minority 8th graders in motivational and recreational activities)

* University of Colorado, Boulder

  a. Pre-Collegiate Development Program
     (minority juniors and seniors with instruction in study skills, test taking skills, interpersonal skills and resume writing)
  b. UCB Indian Upward Bound
  c. Tribes Program
  d. Talent Search
  e. Young Scholars Summer Session

* CU Colorado Springs

  a. Fre-Collegiate Development Program (system wide program)

* University of Colorado Denver

  a. Minority Early University Enrollment Program
  b. "Advantage Scholarship Program"
  c. Pre-Collegiate Development Program (state-wide program)

- University of Colorado Health Sciences Center

  a. Minority High School Research Apprenticeship Program
  b. Health Educational Assistance Resource Program (HER)
  c. Health Careers Opportunity Program

- University of Northern Colorado

  a. Youth Opportunity Unlimited (YOU)
  b. Teacher Find Project
  c. Hispanic Scholars Program

- University of Southern Colorado

  a. Upward Bound
  b. Sophomore Program
  c. Junior - Senior Program

COLORADO STATE PRE-COLLEGIATE PROGRAM PROPOSAL

The State-wide Pre-Collegiate proposal initiated at the University of Colorado, Boulder, is designed to reach minority students as early as the seventh grade to prepare, motivate, and continue their education beyond the secondary school.

Program Goals:

At the junior high/middle school level: to increase the numbers of minority students who aspire to attend a postsecondary educational institutions.

At the senior high level: to encourage minority students to enroll in and successfully complete a college preparatory program at their high school and to increase the number of participants who become eligible for admission to postsecondary educational institutions in the State of Colorado.

Both components of the Pre-Collegiate Program will involve students who were junior high, senior high participants to serve as peer tutors/counselors to "peer potential push outs", attending the targeted schools.

The Pre-Collegiate program focuses its activities on five critical factors which affect student attitudes and achievement:

1. Aspirations toward higher education (including parents)

2. Information necessary to prepare for postsecondary studies

3. Instructional and tutorial assistance in required postsecondary preparatory course work

4. Motivation to achieve the required level of performance in the course

5. Academic and non-academic support from parents, school personnel, and peers necessary to pursue and successfully complete college preparatory course work

Pre-Collegiate program components include:

1. An academic year component

2. Summer residential/commuter component

3. Weekender program

4. Program that prepares secondary guidance counselors in methods that adequately address the counseling of minority students

5. Leadership program for principals that emphasizes the counselor role

6. Parent intervention program

7. Collaboration among schools, community agencies, colleges, business and other community resources to enhance pre-collegiate services

8. Encourage postsecondary institutions that train counselors to revise training to enable counselors to take a more central role

9. Further encourage minorities to enter the teaching arena

10. Utilize telecommunications systems to disseminate pre-collegiate workshops/seminars which may not be available at rural schools

11. Establish a State-wide Advisory Committee on Equity in Higher Education

12. Establish an Office of Equity in Higher Education which provides assistance to the Advisory Board and serves as a clearinghouse for information regarding opportunities in all educational arenas

Young Americans Bank

The Young Americans Bank is the only bank in the country whose specific charter is to provide banking services to children and young adults.

Seminars are offered by the bank throughout the year to assist students and their parents in planning and preparing for college. Topics covered include money management, financial planning, and college financing. In addition, the bank offers other in-house learning resources including a video, a reference area and computer activities. The bank is particularly interested in providing financial resources in the form of loans to its college-bound clients.

** A Special Note **

In the late 1970s, the United States Congress funded a project called "Education Information Centers." The EIC project was designed to address the need for educational and career information.

In the State of Colorado, federal funds were used to hire an EIC Director. A network was established which intended to offer services through numerous, locally-based centers rather than through one central office or location. The thinking was that a decentralized approach could provide area residents with easy access to information about educational and career training opportunities, and also focus on specific needs of the clients in the geographical area served. The EIC network consisted of agencies and organizations already engaged in information and referral services; colleges and universities, vocational-training centers, libraries, community service agencies, and public and private social service organizations. The EIC program had three goals:

* Coordination of resources at the state and local levels to develop and maintain an EIC network.

* Expansion of educational information services to Colorado residents.

* Improvement of educational information services provided by the centers.

The Colorado EIC established liaisons to create the network described above. The program was funded for two years, and then was discontinued due to a lack of funding from the U.S. Congress.

APPENDIX G

DIRECTORY OF NATIONAL PROGRAMS

The Achievement Council:

A statewide organization aimed at raising achievement among minority and low-income students

6030 Wilshire Boulevard, Suite 202
Los Angeles, California 90036
213/937-3851

Center on the Study of the Education of Disadvantaged Students
(Proposed Program):

Office of Educational Research
555 New Jersey Avenue, N.W., Room 617
Washington, DC 20208
202/357-6223

Educational Planning Center:

3206 O Street, Suite C
Lincoln, Nebraska 68510
Jeanine Phelan, Director
402/475-5222

Higher Education Information Center:

Boston Public Library
666 Boylston Street
Boston, Massachusetts 02116
Dr. Ann Coles, Director
617/536-0200

Minnesota Career Information System:

Minnesota Department of Education
550 Cedar Street
Capitol Square Building
St. Paul, Minnesota 55101
612/296-3653

Minnesota Higher Education Coordinating Board:

Capitol Square Building, Suite 400
550 Cedar Street
St. Paul, Minnesota 55101
612/296-3974

National Council of Educational Opportunity Associations:

1126 16th Street, N.W., Suite 200
Washington, DC 20036
Maureen Hoyler, Deputy Director
202/775-0863

Precollege Guidance Services (Proposed Program):

The College Board
Columbus Avenue
New York, New York

Texas Higher Education Coordinating Board:

P.O. Box 12788
Austin, Texas 78711

Vermont Student Assistance Corporation:

Champlain Mill/P.O. Box 2000
Winooski, Vermont 05405
1/800/642-3177

Westchester Educational Brokering Service:

Education Information Center
8 Westchester Plaza
Elmsford, New York 10523
914/592-8214

APPENDIX H

STATE OF COLORADO

Department of Higher Education
COLORADO COMMISSION ON HIGHER EDUCATION

Roy Romer
Governor

Blenda J. Wilson, Ph.D.
Executive Director

May 19, 1988

XXXXXXXXX
XXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXX
XXXXXXXXXXXXXXX

Dear XXXXXXXXXXXXX:

I am pleased to inform you of a study being conducted through the combined efforts of the Colorado Commission on Higher Education, the Colorado Student Obligation Bond Authority, and the Colorado Student Loan Program to determine the feasibility of establishing a Colorado Higher Education Information Center. Such a Center could provide counseling and outreach services and serve as an information source for statewide pre-collegiate programs. Enclosed is a description of the concept that will be tested in the feasibility study.

As you know, educators across the country have become increasingly concerned about providing access to higher education to a larger portion of the population. One of the critical questions has been how to provide the necessary information to potential students so they are able to explore the option of higher education. Another is how to acquaint them with the financial resources available. The feasibility study will attempt to address these issues.

You may be aware of the "Higher Education Information Center" in Boston that began in 1984 as a comprehensive clearinghouse of information on higher education and careers. That center, located in the Boston Public Library, has successfully served as a major resource on higher education for the state, and has provided counseling, training and outreach in various areas related to higher education and financial aid. Another important function is to facilitate referrals and coordinate events for other agencies which do not have the necessary resources.

The enclosed survey is designed to determine what activities and services are currently operating within Colorado, and what additional resources might be beneficial. Your opinion would be most helpful to us in fully and accurately assessing the service needs. Please complete the survey as soon as possible

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and return it to the Commission office no later than June 3, 1988. Please attach program literature which describes any related services that your institution offers.

Thank you in advance for your participation.

Sincerely,

Lynn Israel
Project Director

LI:sas
Enclosures

THE COLORADO HIGHER EDUCATION INFORMATION CENTER
A FEASIBILITY STUDY

INTRODUCTION

Access to higher education has become a priority as Colorado attempts to prepare an educated population and as our colleges and universities strive to recruit and retain a diverse student body. A critical ingredient in improving access to higher education is to provide potential students with information and counseling on postsecondary opportunities and financial assistance.

The Colorado Commission on Higher Education, the Colorado Student Obligation Bond Authority, and the Colorado Student Loan Program are collaborating on a study to determine the feasibility of establishing an Education Information Center for Colorado. Such a Center could provide counseling services, outreach and coordination of pre-collegiate programs throughout the State.

In Massachusetts, the "Higher Education Information Center," a clearinghouse for information on postsecondary education and financial aid opportunities, was created in 1984. The Center, located in the Boston Public Library, has served over 40,000 young people and adults in Boston and the surrounding communities. Its success has received national acclaim and was recently cited in the 1986 report on "Keeping the Options Open" published by the College Board's Commission on Pre-College Guidance. The Colorado Study will proceed with the Massachusetts model in mind, but will focus on Colorado's need for the coordination and dissemination of information about existing programs.

DESCRIPTION

Goals of the study are:

1. To determine the scope of resources that currently exist in Colorado that provide related services.

2. To assess the need for a central clearinghouse for information on higher education, financial aid and careers, and to define the size and scope of such an endeavor as well as the populations to be served.

3. To examine the level of interest and support for the concept of a Colorado Higher Education Information Center.

4. To make recommendations for how coordinated efforts to provide higher education planning information can be implemented.

SERVICES WHICH MIGHT BE PROVIDED

- Comprehensive (and readily accessible) information that is available on an extended basis to youths and adults from all socio-economic backgrounds.

- Information and direct advising and referrals on both a walk-in and outreach basis.
- Information clearinghouse on postsecondary opportunities and financial assistance available in and out of Colorado.
- A statewide, toll-free phone for information and referrals.
- Supplementation and support of the efforts of other organizations that currently provide education advising.
- Coordination of pre-collegiate programs for colleges, universities and secondary schools.
- Professional development for community agency staffs, guidance counselors and teachers, who advise Colorado youths and adults on education.
- Coordination of publicity and outreach activities to increase awareness of postsecondary education opportunities.
- Promotion of awareness and understanding about financial aid, long-range financial planning for college and loan repayment obligations.
- The Center's services would be available throughout the State to all organizations, agencies, institutions and individuals who could benefit.

Populations served might include:

- Parents/guardians
- Middle and high school students
- Out-of-school youths
- Minority populations
- Economically disadvantaged youths and adults
- Graduate students
- Veterans
- Mid-career professionals
- Senior citizens
- Displaced homemakers
- Dislocated workers
- Persons relocating to the state

POTENTIAL SOURCES OF SUPPORT AND OPERATIONS BUDGET

To succeed, the Colorado Education Information Center must be sponsored by the institutions and organizations on whose support it will depend for future viability. Sponsors could include Colorado colleges and universities as well as the public school system and state agencies. Sponsors could provide financial resources and participate in operating the Center. A Board of Directors would oversee the direction of the Center. In addition, the Center would rely on grants from foundations and corporations to provide additional resources needed for operation. The Center would collaborate with other organizations who can benefit from its activities. The Center would be staffed by educators with extensive knowledge of postsecondary and financial aid opportunities and experience in career advising. They could provide counseling and referrals on a walk-in basis, and training and outreach programs.

The feasibility study will be completed by July, 1988. Lynn Israel is coordinating the project. She can be reached through the Colorado Commission on Higher Education: (303) 866-2723.